

*Training for
Social Work
in Africa*

*SOCIAL DEVELOPMENT SECTION
OF THE
ECONOMIC COMMISSION FOR AFRICA*



UNITED NATIONS
New York, 1964

N O T E

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E/CN.14/SWSA/3

UNITED NATIONS PUBLICATION

Sales No.: 65.II.K.5

Sales price: \$ U.S. 0.70
(or equivalent in other currencies)

ECONOMIC COMMISSION FOR AFRICA

E/CN.14/SWSA.3/Corr.1

CORRIGENDUM

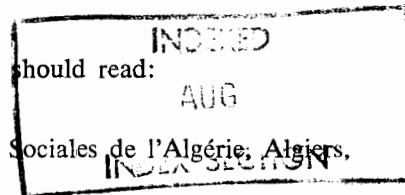
SOCIAL WELFARE SERVICES IN AFRICA - No. 3 - DECEMBER 1964

TRAINING FOR SOCIAL WORK IN AFRICA

TABLE OF CONTENTS:

II. SCHOOLS OF SOCIAL WORK IN AFRICA

- A. Ecole **d'Adjointes** Sociales et **d'Assistentes** Sociales de l'Algérie, Algiers, Algeria.
- B. Ecole Nationale **d'Infirmieres**, Sages Femmes et **Assistentes** Sociales, Fort Lamy, Chad.



PREFACE. Footnote 1, Sales Number should read: **65.II.K.1**

Page 4: Paragraph before last, should read: understanding human **behaviours**

Page 6: Content of In-Service Training, paragraph (a), last line should read: work in the **field** under supervision.

Page 14: Title should read: Ecole Nationale **d'Infirmieres**, Sages Femmes et **Assistentes** Sociales, Fort Lamy, Chad.

Page 21: Title should read: Ecole de **Formation** Sociale d'Abidjan, Abidjan, Ivory Coast.

Page 36: Paragraph (f) fourth line, should read: **loyalty**

Page 45: Economics I, paragraph (e) last line should read: Social **Services** in Central Africa.

TABLE OF CONTENTS

	Page
PREFACE	1
INTRODUCTION	2
I. TYPES OF TRAINING PROGRAMMES	3
A. Academic training	3
1. Non-professional courses	3
2. Basic professional courses	3
3. Advanced professional training	4
4. Training of volunteers	5
B. In-service training	5
1. Content of in-service training	6
2. Supervision	6
3. Refresher courses	7
4. In-service programmes in various countries	7
II. SCHOOLS OF SOCIAL WORK IN AFRICA	10
A. Ecole d'adjointes sociales et d'assistantes sociales de l'Algérie, Algiers, Algeria.	12
B. Ecole nationale d'infirmeries, sages-femmes et assistantes sociale, Fort Lamy, Chad.	14
C. L'école des assistantes sociales, Section medico-sociale, Centre d'enseignement supérieur de Brazzaville, Congo (Brazzaville) ...	15
D. School of Social Work, Haile Sellassie I University, Addis Ababa, Ethiopia.	16
E. Social Administration course, Department of sociology, University of Ghana, Accra, Ghana.	18
F. Ecole de formation sociale d'Abidjan, Abidjan, Ivory Coast. ...	21
G. School of Social Work, Machakos, Kenya.	29
H. L'école de formation sociale, Tananarive, Malagasy Republic. ...	30
I. Ecole des aides sociales de Bamako, Mali.	32
J. Ecole nationale de la Santé publique, Tunis, Tunisia.	33
K. Makerere University College Diploma course in social work, Uganda, East Africa.	36
L. The Higher Institute of Social Work, Cairo and Alexandria, United Arab Republic	38
M. Intermediate Institutes of Social Work, Cairo and Alexandria, United Arab Republic.	41
N. Centre d'études sociales d'Afrique occidentale, Bobo-Dioulasso, Upper Volta.	41
O. Ecole de service social, Ouagadougou, Upper Volta.	43
P. Oppenheimer College of Social Service, Lusaka, Zambia. ...	44

PREFACE

This is the third in a series of studies published by the Social Development Section of the Economic Commission for Africa (ECA) under the title *Social Welfare Services in Africa*.¹

Since the inception of ECA, it has been the policy of the Commission, acting in response to the expressed needs and wishes of member Governments, to give continuing and high priority in its work programme to training for social work. This need has been stressed on several occasions, notably in the following resolutions and recommendations:

- (a) Recommendation IX of the Standing Committee on Social Welfare and Community Development at its first session requesting "that ECA should give a high priority and a continuing status to training for social welfare work".²
- (b) Recommendation 3 of the Standing Committee on Social Welfare and Community Development at its second session calling upon ECA "to compile a directory of schools of social work and community development and the programmes or syllabuses of work in all African countries to enable each country to determine where to send its workers for further training".³
- (c) Resolution 116 (VI) of the Sixth Session of ECA, which *inter alia*,
 - (i) *draws attention of governments* in the region to "the necessity of co-ordinating their efforts with the Commission and other international agencies, to strengthen existing schools of social work training; and
 - (ii) *requests the Executive Secretary*, in collaboration with the Bureau of Social Affairs, UNICEF, UNESCO and other international agencies, "to undertake an on-the-spot study of existing schools of social work in the region with the view to determining their needs and areas in which they could be strengthened."

In pursuance of the above directives and recommendations, the secretariat of the Economic Commission for Africa has undertaken a variety of projects in the field of social work training. In 1963, the secretariat organized a seminar on social work training in Africa, Lusaka, Zambia, which brought together twelve directors of schools of social work and senior administrators of national social welfare in-service training programmes. This seminar provided the much needed opportunity for an exchange of knowledge and information on methods of training for social work as well as on patterns developed in the various African countries for in-service training, the training of auxiliary social workers and formal professional education. It further gave opportunity for exchange of views on the basic content of training programmes for social work and the relationship between practical fieldwork and theoretical classroom work. This seminar succeeded in arriving at unanimous conclusions on training needs and priorities, recruitment and admission requirements, methods and levels of training and curricular content of training programmes; and it made a number of recommendations which were designed to set the desired minimum pace, to guide both African Governments and schools of social work, in the development of their training programmes.⁴

In the last quarter of 1964, an on-the-spot study of selected schools of social work in Africa was undertaken by a team of international consultants, with the view particularly to assessing their needs and making recommendations regarding international assistance which might be required to strengthen them. The report of the consultant team is to be published separately.

The secretariat of the Economic Commission for Africa wishes to thank those Governments and directors of schools of social work, who contributed to this study, for the detailed information which they have provided on their training programmes and curricula. It is hoped that the study will help Governments and schools of social work in Africa in planning their training programmes and in selecting schools to which they can send social workers for further training.

¹ The first was the *Directory of Regional Social Welfare Activities* (United Nations publication, Sales No. 65.II.K.4. and the second was the *Patterns of Social Welfare Organization and Administration* (United Nations publication, Sales No. 65. II. K. 4.

² See ECA document E/CN.14/142.

³ See ECA document E/CN.14/187.

⁴ See ECA document E/CN.14/SWTA/35.

INTRODUCTION

In most African countries training for social work is of recent origin and is still in the experimental stage. Except for certain schools in North Africa, which date back as far as 1924 (a school for nurses in Tunis which formed the basis of the present "Ecole nationale de la Santé publique"), 1932 (a school for nurses in Algiers, expanded in 1942 to a school of nursing and social work assistants) and 1946 (the Higher Institute of Social Work in the United Arab Republic), most of the schools were established at a much later date: one in 1956, four in 1959, three in 1962 and one in 1963.

Training for social work began with training on the job under the supervision of a senior social worker, usually a non-African. That was how the first social work auxiliaries were trained in most French-speaking countries, and this method is still used in countries which have not yet evolved regular training programmes. Practical training was later supplemented with seminars, lectures and short in-service training courses.

Another method of training African social workers was that used in the Jeanes Schools in East and South Africa where multi-purpose workers were trained in education, agriculture, hygiene or local administration either before or after their employment in the rural areas. Formal training was followed by intermittent refresher courses. Model villages were organized, and under the guidance of the social workers and their trainees, the local chiefs, notables and local population learned to work together to improve the community.

In some countries of West Africa, notably Ghana and Nigeria, the importance of training professional social workers was given high priority even before independence. In Ghana, in 1946, a school of social welfare was created to train local staff. After a nine-month course, graduates were appointed to the government service as probation officers and assistant welfare officers. To encourage further training, all appointments of less than fully qualified staff were made on a reduced salary scale. In 1955 a two-year Certificate Programme in Social Administration was established, the object of which was to meet the requirements of higher standards of training and to make it possible for the Africans to qualify for the highest posts.

Some of the oldest schools in North Africa were created to train nurses and midwives, as in Algeria and Tunis. Later, although training was still directed mainly towards health, hygiene, maternal and child welfare and clinical work, an element of social work training was gradually introduced. The Avicenne School of Public Health in Tunis, for instance, runs courses for the following ten categories of workers: nurses, laboratory technicians, assistant pharmacists, nurses' aides, midwives, anaesthetists, social workers, social work assistants, kindergarten educators and rural health and social educators (*animatrices*).

On the whole, local training for social work is still at the experimental stage in most countries (except South Africa and the United Arab Republic where the training of social workers began earlier). Because of the shortage of training facilities, crash programmes and accelerated training have been introduced as a short-term solution. This can only be efficacious if the long-range needs are met by carefully planned academic training programmes for each category of worker.

Training for social work varies with the level and category of the worker who is being trained. At the higher level it represents professional education, while at the lower levels the main aim is to impart technical skills and methods of work.

In the developed countries training is geared to social work among smaller groups or individuals, while in the developing countries it is more frequently geared to work among large communities or groups.

For high-level administrative and professional jobs, training abroad seems, at present, to be the most expedient method of training in view of the lack of local facilities. There are several higher institutes in Europe which have special courses for foreign students, notably the Institut de service social at Montrouge, France, which has a special course for African women social workers; the London School of Economics, which has a special "Overseas Option" to its two-year Certificate course in Social Science and Administration with emphasis on conditions in developing countries; the University College of Swansea, Wales, which runs a one-year course in Social Welfare for overseas students; and similar schools in Belgium.

I. TYPES OF TRAINING PROGRAMMES

A. ACADEMIC TRAINING

While social work training varies considerably from country to country as regards both the content and the educational requirements for the student, there is general agreement concerning the main objective of such training. This is to train the social worker to serve in a given country by teaching him the theory of social work and by providing him with the necessary knowledge and skills to practise it. Such preparation requires both courses of instruction and field experience. The courses fall into the following general categories:

- (a) non-professional courses or *Formation d'auxiliaires*;
- (b) basic professional courses or *Formation d'assistantes sociales*; and
- (c) advanced professional courses or *Formation post-secondaire ou universitaire*.

1. Non-professional courses

Non-professional courses are essential for auxiliary workers who have had no professional training. In English-speaking countries they are known as "welfare assistants" or "community development assistants" and in French speaking countries as "*aides assistantes*".

In English-speaking countries, training of the auxiliary workers covers the following areas of knowledge and skills:⁵

- (a) an understanding of the agency where the auxiliary will work and of the methods, and particular skills he will use;
- (b) a knowledge of other social resources in the community;
- (c) a knowledge of allied fields, which will help him to function effectively;
- (d) an understanding of people and their common needs;
- (e) a historical perspective of social work;
- (f) practical experience under supervision.

Training of *aides assistantes* started in the form of in-service training under the supervision of a social worker. This was supplemented by seminars and short courses. During the 1950's, however, various schools providing programmes of one to

three years were established, for instance at Bamako, Ouagadougou, Cotonou, Fort Lamy, Conakry and Bangui. Their curriculum includes home economics, civics, professional ethics, elements of biology, first aid, maternity and child welfare; and also offers practical experience in the field. Students are admitted at fifteen or sixteen years of age, and although upon graduation they still lack the necessary maturity, they can do valuable work provided they are under the supervision of qualified professional workers.

2. Basic professional courses

Basic professional training of the social worker includes a post-graduate professional certificate course for graduates and extension professional training for those who do not yet have a degree. It is generally agreed that a three-year course for this latter category of social workers is necessary.

In French-speaking countries, following the increased interest in the education of girls, several Governments have established schools for the training of *assistantes sociales* at the secondary level (*deuxième cycle secondaire*), as in Congo (Brazzaville), Mali and Senegal, or for students holding the *Diplôme d'Etat*. Upon termination of the course, graduates are awarded the *Diplôme d'assistante sociale* or *Diplôme d'aide sociale*.

In English-speaking countries similar courses are given, for instance a three-year course at the Oppenheimer College in Zambia. The first year is devoted to the teaching of basic social sciences for students without a degree, and the next two to professional training and intensive field work under close supervision.

The course incorporates training in different types of casework, group work and community development as well as basic training in social research, statistics, and social administration.

These training programmes are so planned as to facilitate the student's continued education towards professional status. Conditions of admission to them are the same as for admission to university courses.

Professional training of social workers should include a study of the basic social sciences, as follows:

(a) **Psychology:** It is essential for the social work student to study individual psychology. Greater emphasis is, however, placed on dynamic psychology, which explains the formation of personality

⁵ See *United Nations, Asia and the Far East Seminar on Training for Community Development and Social Work, Lahore, 9-20 December 1957, (TAA/AFE/4)*.

within given cultural surroundings, the actual experience of the individual within his family and his social group.

(b) **Cultural and social anthropology:** This helps the student to understand the differences between the cultural sub-groups of a society, such as social classes, castes, regional groupings, or religious, ethnic or linguistic groups. Cultural anthropology can cover the concepts of race and value systems — both inherited and acquired through social change — and thus help the student to combat any prejudices he himself may have.

(c) **Sociology:** This enables the student to learn about the changes that occur in a society; the rural and urban aspects of a society; attitudes within the same society towards its different members; forms of authority and power within a society.

(d) **Political sciences, administrative sciences and law:** The social worker should have a rudimentary knowledge of the political and social institutions of a given society. He should also have a knowledge of public administration, since in the welfare state the public authorities are directly involved in the provision of social services. In addition, social legislation should form part of the real professional training of the future social worker.

(e) **Political economy:** A study of elementary economics is essential not only because the social worker is bound to be faced with economic problems every day but also because the social aspect of economic development is receiving increasing attention from Governments.

The essential need to integrate social sciences content in professional training of social workers was emphasized at the Seminar on Social Work Training in Africa, held Lusaka in October-November 1963, which made the following recommendations:⁶

“Content in the human and social sciences can be selected for its relevance to social work education and taught in courses which integrate what is selected from related disciplines”.

“Content bearing upon an understanding of ‘man’ as a bio-psycho-social being might be organized in an integrated way for teaching social work students. Another starting point for integration might be the concept of ‘society’.”

“The over-all aim of the teaching of content on man and society — is an understanding of human behaviors.”

In the choice of social science content, the guiding aim is to impart to social workers knowledge which will help them in their work with in-

dividuals, groups, institutions and communities. This is so because in assessing needs and in planning and executing preventive and remedial programmes, social workers need to take into account essential psychological, social, cultural as well as political and economic factors in the situation.

Three stages are envisaged in the process of integrating social science content in social work training. These are:

“(a) provision of fundamental knowledge;

(b) integration of this knowledge with the teaching and learning of social work knowledge, methods and skills;

(c) training which provides for a careful analysis of the two-way relationship between social science and other background knowledge, and social work knowledge, methods, skills and related experience.”

The limited number of female students who have obtained a sufficient level of education to be able to benefit from professional training is an obstacle to the establishment of schools of social work. Algeria seems to be the only one among the French-speaking countries to have a school of social work with female students of the *baccalauréat* level. It has a three-year course, the first year of which is given jointly for nurses and social workers.

The Social Work School at Makerere College, Uganda (established in 1963) has a two-year diploma course which is designed to draw students from Kenya, Southern Rhodesia, Uganda and Tanzania. The Oppenheimer College of Social Service in Zambia (established in 1961) allows students with a School Certificate to take a three-year course, one year of which is concentrated on raising their general knowledge of social science subjects and social administration, while the following two years are concentrated on skills required for any of the three types of social work. Graduates may join the course towards the middle of the second year and therefore become qualified eighteen months after completing their course.

3. Advanced professional training

The question of advanced professional training for African social workers is of particular importance in some African countries, particularly some French-speaking countries, where they are needed to replace European social workers, both in administrative functions and in schools of social work, in order to assure a balanced development of social services within the context of the social and economic development of the country.

While training curricula are geared to the needs of the country served and the facilities available, there are none the less some broad branches of study which are generally recognized within this level of training. These were summed up at the Munich

⁶ See ECA document E/CN.14/SWTA/35.

Meeting of Social Work Educators sponsored by the United Nations in 1956 as follows:

“Areas of knowledge and skills covered by professional social work education:

- (1) Background knowledge:
 - (a) knowledge about man;
 - (b) knowledge of society.
- (2) Professional knowledge:
 - (a) social work theory and practice;
 - (b) the process of administration.
- (3) Skills:
 - (a) development of ability to use social work methods;
 - (b) administration;
 - (c) research;
 - (d) teaching.

In the imparting of this body of knowledge and skills, there is a need for integration between theory and practice.”⁷

Special emphasis is laid upon certain aspects of the above curriculum, such as:

- (a) the social sciences, since workers at that level would be called upon to occupy high-ranking administrative and policy-making positions;
- (b) the social and cultural value system that prevails in the country;
- (c) the primacy of familiar relationships throughout Africa and their implications for social work and social welfare;
- (d) the historical background of the growth of community development and rural development in both urban and rural settings in the continent of Africa;
- (e) the special demands made by community development in Africa.

Although a fresh graduate cannot be expected to be proficient in the above skills, none the less it is essential that he have a general knowledge of the three methods of social work: social casework, social group work and community welfare organization, and that he have special facility in the method suited to the setting in which he is working.

4. Training of Volunteers

Voluntary organizations have played and continue to play a vital role in welfare work in Africa. African Governments, at the present stage of development, tend to entrust some specialized services, such as care of the blind, the aged or the handicapped, to voluntary organizations which receive grants-in-aid from the Government and are generally required to maintain certain standards, both for staff and for services. Some Governments help in the training of voluntary workers either by arranging special training courses, seminars or workshops or by making professional social workers available to work in the voluntary agencies and train their staff. Some Governments organize observation periods to enable voluntary workers to become better acquainted with the objectives and machinery of the organization they are trying to assist. The United Arab Republic, with the assistance of UNICEF, has a special training programme for family and child welfare workers, both governmental and voluntary, and five training centres have been established in various regions of the country. National councils of social service sometimes run training courses and conferences for the training of volunteers. The Northern Rhodesia Council organized a course leading to the Certificate in Practical Welfare, aimed at giving in-service training to social aides in such subjects as homecrafts, group work, child welfare and social problems. In Togo, voluntary auxiliary workers are assigned to work in the social centres under the supervision of professional social workers as part of their training.

B. IN-SERVICE TRAINING

In view of the acute shortage of qualified social workers and the still limited training facilities available in Africa, in-service training is considered indispensable in every country's training programme. It ranges from orientation or initiation courses for

newly appointed staff to refresher and other specialized courses for senior staff.

In many countries in Africa the schools of social work are used to train government employees who have not had the benefit of a regular training programme in order (a) to give them the minimum training required and (b) to ensure a degree of uniformity and harmony in basic skills.

⁷ Report of the United Nations Meeting of Experts on Social Work Training, Munich, 28 July - 1 August 1956

The following methods of in-service training and refresher courses are the most prevalent in both developed and developing countries: (a) short-term courses on a full-time basis; (b) longer courses on a part time basis; (c) individual supervision on the job; (d) staff meetings and seminars; (e) staff manuals, bulletins and other written material; (f) consultation services through personal visits by supervisors or senior staff members; (g) distribution of individual reports by field workers on their work to other field workers; (h) periodic group meetings, especially of workers located in rural areas; (i) refresher courses for specific categories of workers.

Great advantage can be drawn from short residential courses given in conjunction with periods of independent study and observation.

Some departments of social welfare and schools of social work have their own publications for social welfare staff and school graduates (e.g. *Advance* put out by the Ghanaian Department of Social Welfare and Community Development and *Construire ensemble* put out by the Centre d'études sociales d'Afrique occidentale in Bobo Dioulasso, Upper Volta). Teaching materials produced by schools of social work, reports on the activities of welfare organizations, departments of community development, education, health, etc., are also sometimes reproduced for distribution among workers.

Recourse is sometimes had in the formulation of in-service and refresher training programmes, to an outside body of experts drawn from bilateral assistance personnel or international consultants and technical assistance experts. This has been done, for instance, by the School of Social Work in Addis Ababa, Ethiopia and L'Ecole des Cadres in Abidjan Ivory Coast. This method has several advantages, notably the following: (a) it emphasizes both to the trainees and to the public served, the importance attached to the proper training of personnel; (b) it makes use of outside experts whose experience in their respective fields is not only greater but wider than persons attached to one type of service or institution; (c) an outside group is sometimes in a better position to solve delicate problems of internal policy by adopting a neutral attitude and a purely technical approach.

The success of an in-service training programme depends to a large extent on the personality of the director of the Department in charge, and also on the willingness of the personnel to profit from the programme. A good training department should be able to perform the following functions:

- (a) It should be kept informed of the training needs of the personnel.
- (b) It should develop, in consultation with the advisory body if one exists, training programmes and carry them out.
- (c) It should organize and direct initiation courses and part-time or full-time re-

fresher courses, both for large groups and for specialized groups of workers.

- (d) It should be kept constantly informed of changes and innovations in training techniques and material as well as of the resources available in the way of instructors, trainers and outside experts in order that it may be able to adjust training programmes accordingly.
- (e) It should organize a lending library; collect and diffuse teaching material and, whenever possible, publish a manual or a mimeographed bulletin for the use of the staff.
- (f) Above all, it should work in close collaboration with the administration and personnel departments, chiefs of service, consultants, inspectors, etc.

1. Content of In-Service Training

A programme of in-service training should include the following categories of subject matter:

(a) *Professional training*: The structure of the institution or department, its relationship with other services and their structure, the methods of work in offices or other organization, elementary administrative principles and sometimes practical work in the fields under supervision.

(b) *Practical training*: Typing, filing, cooking, manual work, family and child welfare, supervision of children, social enquiries, etc..

(c) *Theoretical training*: covering cultural change, social statistics, social legislation, goal and methods of social work, personality development, human relations and motivation, psychology, hygiene and nutrition or any other subjects related to the daily work of the trainees.

More emphasis should be placed on learning the "craft" by practical experience than on oral teaching. Audio visual aids, field trips and practical demonstrations are of undeniable importance.

2. Supervision

The core of in-service training is regular supervision by experienced workers who can offer professional guidance to junior or unqualified staff. Supervision may be conceived of and exercised in different ways: in many countries it is seen as the supervision exercised over a worker by his immediate superior who is in charge of examining his work and seeing that he accomplishes the tasks assigned to him according to specific instructions. In other countries supervision is seen as a regular exchange of views between social workers; it may include an analysis of files or of individual cases, aimed at developing the trainee's comprehension of given situations or work procedures such as family relations, typical deviations; or it may involve the

examination of certain decisions or behaviour on the part of the trainee himself. A combination of the two conceptions is both desirable and possible. Supervision is sometimes undertaken by "inspectors" who visit field workers regularly, particularly workers living among rural people remote from the central or directing agency.

Schools of social work also organize summer courses for rural workers in their own provinces.

3. Refresher Courses

Refresher courses are generally intended for personnel working in institutions and may be given on a part-time or full-time basis, either during week days or at week ends. They are usually given on a full-time basis and the participants are placed as boarders either in the school or the institution conducting the course. The courses may last from a few days to a month or more, and are usually organized for a group engaged in the same field of social work. They have the following advantages:

- (a) They keep the social workers informed of recent trends and achievements in their fields.
- (b) They give the participants a chance to meet their colleagues, and to maintain contact with the lecturers and instructors and thus exchange views on matters of common interest.
- (c) They afford the social workers a change from their daily duties; and enable them to have an over-all view of their tasks.
- (d) Besides their instructive value, they have a stimulating effect on the participants, giving them a clearer vision of their duties and breaking the isolation in which they sometimes work in their separate institutions.

Refresher courses must be conducted by senior officials and specialized experts and, ideally, should be followed within a year by a reunion of the participants to discuss their problems and achievements during the year.

4. In-service training programmes in various countries Congo (Democratic Republic of)

In the Congo, *L'Ecole Nationale des cadres* of Leopoldville is part of the Training Department of the Central Ministry of Social Affairs and serves as the training ground for employees of both Central and Provincial Governments. It runs, each year, a twelve-month course for community development workers selected from all provinces, working at the provincial, district and local levels. The programme consists of six months, spent at the school, devoted to theoretical courses; five months of supervised field work, preferably in the area of recruitment of the trainees; and one month back at the school

for evaluation and conclusion of both theoretical and practical work. Admission requirements to such courses are four years of post-primary education for persons actually employed by the Ministry in rural development work; or prior experience in the field of community development. The school plans to open a special training centre in the city of Leopoldville to train social workers employed in the municipality. The school assists provincial schools and smaller training centres in the formulation of their training programmes.

Other activities of the school include (a) radio broadcasts on "Youth in March"; (b) training sessions of up to two weeks for youth workers and directors of youth movements (c) literacy courses, for women directors of social centres; (e) seminars for directors of provincial schools of training for social work.

Ethiopia

The Ethiopian Ministry of National Community Development trains its own district development officers in the Awasa Training and Demonstration Centre. The Centre runs two-year courses for village level workers, four-month courses for district development officers and three-month courses for other technical personnel. In addition, it conducts refresher courses and seminars for field workers, and functions as the headquarters for the demonstration of field programmes. After attending the two-year course, trainees undertake to serve the Ministry of Community Development for a minimum period of three years.

In the choice of candidates, subject to the fulfilment of the education and minimum age requirements, preference is given to candidates who have a rural background and to those with experience in rural areas. Preference is also given to married couples both of whom possess the educational and age requirements.

Ghana

In Ghana the Training, Research and Publicity Section is in charge of training staff within the Department of Social Welfare and Community Development and staff of other departments and organizations with whom the Department works such as Ghana Railway, mining companies and the Ministry of Health.

They are trained at the School of Social Welfare which runs several courses. The most important is a nine-month course, the graduates of which are appointed as assistant mass education officers; assistant welfare officers; assistant and rehabilitation officers.

During the first term, correlation of theoretical with practical work is done through seminars, tu-

torials and discussions conducted by experienced officers from the field.

The second term is devoted to field work by arrangement with regional Heads of the Department of Social Welfare and Community Development. Students receive training in the field of their specialization such as individual and family case-work; probation and juvenile court work; youth leadership; school welfare; community and social centres; administration; literacy work; extension campaigns; women's work.

The third term is devoted mainly to seeing that the students' field work supports the theory acquired in classes. Later, if graduates qualify, they can take the university entrance Examination, and then a two-year university course which qualifies them for entry into the Senior Service as welfare officers, mass education officers or rehabilitation officers. In addition, the training section organizes conferences for certain categories of workers, e.g. case workers, and runs courses for voluntary organizations. For mass education assistants and welfare assistants who work in villages and towns and come into direct contact with the people, intensive three-month courses are given, either before or after their appointment. Some training is done on a quasi-departmental basis, such as training of day nursery attendants who, although they have been awarded a certificate from the Department, may be working in a private nursery.

Ivory Coast

In the Ivory Coast employees of the Ministry of Social Affairs are allowed to take the entrance examination for the School of Social Work in Abidjan. If they are admitted they continue to draw their salaries from the Ministry for the duration of the three-year course, provided they maintain a satisfactory average of grades,

Kenya

In Kenya in-service training was begun in 1962-1963 with the establishment of an institute to give concentrated courses of six months' duration to staff members of both government and voluntary agencies in the field of child welfare. Another course is planned for children's officers.

Morocco

In Morocco, the Ministry of Labour and Social Work organizes annually a four-month training course to qualify Government officials from different Ministries — Interior, Justice, Labour and Social Work — for professional work, in their own fields. Thus officials from the Ministry of Justice are trained for social work with prisoners and their families, for the rehabilitation of alcoholics, etc.

officials from the Ministry of Labour and Social Work are given training in labour legislation and labour problems.

The courses consist of seminars (twice weekly) followed by discussions; and technical courses (three times weekly) including lectures, practical exercises undertaken by each student under the guidance of a tutor, and study of social work methods.

Students who wish to benefit from such courses must fulfil the following requirements: they must be at least twenty years of age, have completed their studies up to the *Brevêt* level (secondary education) and be already employed by the Government.

Togo

In 1960, an accelerated in-service training programme of six months' duration for social *animatrices* and mass education workers was launched in Togo. It is supplemented annually by short refresher courses for mass education and community development workers.

Admission requirements for social *animatrices* include a minimum age requirement of nineteen years, possession of Primary School Certificate or Diploma of home economics as well as personal aptitude. The programme includes theoretical courses in medical and social subjects, as well as practical field work. In practical field work special accent is laid on paediatrics, day nurseries, pre and post natal consultations and family work.

A great deal of importance is attached to the supervision of field workers, either by direct contact in the city, or through written reports submitted by the field workers and commented upon by their supervisors.

The programme for mass education workers emphasizes teaching in the local vernacular and includes literacy classes; health education in the markets, in local communities, in schools and in homes; and organization of public meetings. Once a year, refresher courses of six weeks' duration are held for mass education workers.

Tunisia

In Tunisia the National Women's Association started an in-service training project in 1959 for *animatrices sociales* to train women workers for welfare work among the communities. Training is given for three weeks in such subjects as home economics, hygiene, sanitation, nutrition, and maternal and child care. Similar programmes were organized in 1960 and 1961 after the project had produced positive results.

Uganda

Since 1955 the Ministry of Social Development and Labour in Uganda has run several in-service training programmes.

In 1959 a decree was passed sponsoring the training of general social workers in social welfare and community development. The object of in-service training in Uganda has been summarized as follows:⁸

- (a) To train field work staff with little or no formal education in methods, techniques and skills of group work, casework and community organization.
- (b) To provide those who have not had an opportunity to acquire formal education with the necessary skills to gain entry into a university if they so wish.
- (c) To develop training materials from within the country itself and pertinent to its socio-economic and cultural background.
- (d) To continue training those workers who will never qualify for further academic training in order to ensure a solid cadre at the lower echelon, while continuing to assess, evaluate and study methods, problems and priorities in work.

For community development workers greater emphasis was placed until 1959 on training field staff in a variety of *ad hoc* refresher courses, training on the job, and understudying or working under the guidance of experienced senior staff members. An adult education training centre at Nsamizi offered a one-year introductory course and an advanced six-month course. Short refresher and specialized courses were also made available. There is also a home economics teaching section for women.

For probation and welfare staff of the Ministry of Welfare engaged in the field of child care, social defence and institutional care, a systematic two year crash training programme has been in progress since 1961. It includes:

- (a) A one-year training course for new entrants, six months of classroom courses and six months of supervised field work.
- (b) Seminar training conferences for those workers who are already employed but have not had previous professional training.
- (c) Training for institutional staff of both government and non-government agencies responsible for various aspects of the institutional care of children.
- (d) Training by correspondence.
- (e) A postal library service.
- (f) Training notes and case materials prepared and circulated by the staff.
- (g) A staff bulletin "Leader", which is published twice a year and to which the staff contribute.

Throughout these training programmes supervision plays a vital role and is organized by the Training and Statistics Unit of the Ministry. The Training Officer, who is himself under the Principal Welfare Officer, supervises the work of officers, who are in turn responsible for a number of assistants.

United Arab Republic

In the United Arab Republic the Training Section of the Ministry of Social Affairs in conjunction with UNICEF, runs short-term programmes specifically for child welfare workers and community development workers, in addition to the Section's general training schemes for the staff of the Ministry. It organizes *ad hoc* general in-service courses for social workers employed by the Ministry and voluntary agencies, while contributing financially to such programmes organized by private agencies. In the field of child welfare the Ministry has set up four in-service training centres in Cairo, Alexandria, Mansura and Asiat where approximately 1,300 workers have received training over two years. Training is organized for higher-level directors and superiors (a one month course), for volunteers engaged in child welfare work (a ten days' course) as well as for workers responsible for daily work with children (a two-month course). The dual aim of the training is to strengthen and further develop services for children while giving workers first-hand practical training in such services. It also aims at co-operating closely with private organizations working in the field of child welfare, with the principal aim of establishing sound standards in that field.

Perhaps the most interesting aspect of the above-mentioned programme is the projected establishment of a Demonstration Training Centre for the teaching of instructors who would later be employed to train others who work with children. The Centre would include (a) a day nursery for one hundred children of working mothers, aged from three to six years; (b) a resident organization for fifty children from the age of four years upwards including orphans, children of prisoners, children of divorced parents, neglected and lost children; and (c) a social club for 200 to 300 children selected among school children and workers' sons. In order to allow the trainees to spend the maximum time in the atmosphere of children's groups, it was decided to establish a residence for them on the Centre's grounds during the period of training.

Finally, the project includes the publication of demonstration booklets on such subjects as: work with children in nurseries; work with children in clubs; work in resident organizations; supervising workers with children; directing and organizing children's organizations; the role of the Board of Directors in the organization of child care.

⁸ *In Service Training for Social Work in Uganda*, E/CN.14/SWTA/11.

Zambia

There are a variety of in-service training programmes in Zambia carried out both by public and private agencies for their workers. Prior to the 1950's there were short in-service training courses organized by the mining concerns and the local authorities for workers engaged in welfare activities for the benefit of laborers. The first training course for African

social workers was a one year course started in 1951 for workers employed by local authorities who had completed standard VI of primary education. Since 1958 there have been short courses, given by trained social workers, for probation officers doing court social work. In addition, the Oppenheimer College of Social Service holds refresher courses for workers employed by the welfare department and the municipalities.

SCHOOLS OF SOCIAL WORK IN AFRICA

In the establishment of a national social welfare programme in developing countries, a school of social work can play a vital role. It can exert a direct influence on the practices adopted by welfare agencies in various fields through the field work done by its students in such agencies. It can support the organization of new services to meet needs and the extension of services to new areas or groups of people. It is in position, if called upon, to organize programmes designed to improve the qualifications of personnel employed in welfare work. Above all, it plays a vital role in developing a cadre of professional social workers through a well-organized curriculum as well as by means of extension and post-graduate courses and conferences. Through its research programme, a school of social work is well placed to contribute to surveys and studies of social conditions in a country, or to the evaluation of their programmes, which may lead to the improvement of such programmes.

The main problems faced by a school of social work at the initial phase of its establishment are the following: (a) the recruitment of staff well trained in basic scientific disciplines, experienced in social service methods and principles and at the same time well acquainted with the cultural groups and classes of the country in which they serve; (b) the selection of suitable candidates for admission from the points of view of age, educational qualifications, personal character, etc.. This problem is closely connected with the educational set-up of the country; (c) the content of the curriculum; (d) the setting up of adequate library facilities and (e) proper financing to ensure adequate facilities.

The shortage of qualified staff with training in the indigenous background is one of the most acutely felt problems in Africa. Accordingly, most countries have had to adopt a realistic approach to the problem of staffing. Currently, except for the United Arab Republic, all countries rely mainly on part-time teachers from government departments on uni-

versities, or on foreign or international consultants to carry the major load of class and field instruction. Ghana has two full-time lecturers assisted by part-time teachers from the University and by agency personnel. Ethiopia and Zambia have had to rely entirely on foreign personnel at the initial stage. French-speaking countries, except for Algeria, Chad, the Congo (Democratic Republic of) and Mali have an average of one or two full-time trained social workers on the teaching staff of their schools, assisted by a number of part-time teachers.

The age requirement for students is lower in Africa than in other regions. The average age in a number of French-speaking countries is between sixteen and eighteen years. Efforts are being made gradually to attract older students. In a recent Seminar on Training for Social Work, held by ECA in Lusaka, Zambia, a recommendation was adopted urging the fixing of a minimum age requirement for students of social work at eighteen years.

The content of school curricula varies according to the educational system in each country, the educational level at which training in social work is given and the content of social services of the country. The crucial question in the planning of a training programme is whether, at the current stage of economic and social development of African countries, there is more need for the specialized social worker, i.e. the caseworker, group worker or community development worker; or for the multi-purpose or "polyvalent" social worker, whose activities cover, for example, social work; home economics and community development.

At the United Nations Expert Group Meeting on the Organization and Administration of Social Welfare Services in Africa, held in 1962, it was generally felt that at the current stage there was little room in Africa for over-specialization.⁹ At

⁹ See *Report of the Expert Group Meeting on the Organization and Administration of Social Welfare Services*. ECA document (E/CN.14/169), pp. 18-22.

the ECA Seminar on training for social work in Africa held in 1963, it was again stated that social workers needed to be adaptable and to be able to help those countries desperately in need of people who were "able to turn their hands to a variety of different types of social work, countries as yet unable to afford a more highly specialized system."¹⁰

Furthermore, if it is accepted that the overlap between social group work and community development as a technique is quite strong and that community development workers are in fact social workers, it is evident that both need to acquire the same basic knowledge and skills in handling groups. There is a strong case, then, for training a social worker, in the present Africa, who is versatile and who can act according to the situation in which he finds himself and within the limited resources of his country.

In French-speaking countries, where training curricula have had a pronounced medical/home economics bias, there is a new tendency to train more polyvalent social workers. The School of Social Work at Abidjan is currently amending its curriculum to shift the emphasis from medical subjects to social work techniques. The various ministries are expanding their training programmes for their own staff each in its field of specialization, i.e. education, youth and sports, health, agriculture, etc. The School of Social Work is therefore able to give more prominence to the training of social workers in social work skills such as casework, group and family work, and community organization and development, as well as to social administration.

School curricula are also being increasingly geared to social and economic conditions in Africa. The student is given a broad grasp of the general problems facing his country and is helped to identify the role that his chosen field of work can play within the general progress of the country, and within the context of the whole region.

The ECA Seminar on Training for Social Work in Africa, held in 1963, discussed various aspects of training, both academic and in-service training, including needs and priorities, recruitment and admission requirements of students, methods and levels of training and the content of the curriculum. The following recommendations were unanimously agreed on:

A. With regard to *Essential Conditions for the Development of a School of Social Work*, the Seminar recommended:

1. "that before a decision is taken on the establishment and objectives of a school of social work, the country concerned should undertake a survey, to discover the type and

level of social work required; the number of social workers needed in each field of development; the numbers and types of persons available to be trained and the availability of qualified people to teach in the school;

2. "that, as a rule, students under eighteen years of age should not be admitted to schools of social work; and that where students under eighteen years of age have to be considered, they may be given some experience of working in the social services, with the idea of providing on-the-job training, until they attain the minimum age of eighteen and can be admitted;

3. "that training for professional social work should prepare social workers for administrative and supervisory positions in the social services, as well as for field work;

4. "that facilities should be provided to give intensive language training to those students who need it;

5. "that, as far as possible, social work schools should be so staffed as to allow all professional social work courses to be taught by qualified and regular members of the staff; and that, where available the services of qualified local staff of the country in which the social work training is being given should be utilized in the training programme of the schools;

6. "that the objective (in establishing close relationships between a University and a government department or ministry) should always be to give as much freedom as possible for the school to develop its own policy, teaching methods and research, with the view to helping the school to make an independent contribution in all fields of social welfare and community development;

7. "to endorse the conclusions made by the United Nations/UNESCO joint meeting of experts on the contribution of Social Sciences in Social Work Training;¹¹

8. "that a study be undertaken of existing literature and training material available to schools of social work in African countries with a view to determining their suitability and relevance to the African situation, and to find ways and means of adopting such material for use in the African setting; that a more concentrated effort be made to develop local professional literature and training material based upon local experiences and conditions and suited to the educational levels of the training, It is *further recommended*, that, where indicated.

¹⁰ See ECA document E/CN.14/SWTA/35.

¹¹ Report of a United Nations/UNESCO Meeting of Experts on the Contribution of Social Sciences in Social Work Training, Paris, 1960 (pages 20-21).

international assistance be sought for such efforts;

9. "that consideration be given to the establishment of sub-regional institutions for training senior level personnel for administrative, teaching and supervisory responsibilities in social work".

B. On the *Relationship of Course Work to Field Work*, the Seminar recommended:

10. "that at least three months of practical field work should be given in a training course lasting twelve months."

C. On *In-Service Training for Social Work* the Seminar further recommended:

11. "that in-service training as a continuous process forming an integral part of the training of workers, should be provided for all types and levels of personnel engaged in social work."

D. And on the *Relationship of Social Work Training to Related Fields*, the Seminar recommended:

12. "that ways and means of developing closer co-operation and communication between training institutions of social work and training establishments of allied disciplines, with the purpose of creating better understanding and ensuring cooperative action, should be explored at national and international levels."

Finally, the Seminar endorsed the following recommendation made by the Workshop on

Urbanization:¹²

13. "African countries engaged in social welfare and community development should establish schools of social work and community development able to give the same basic training to all social welfare and community development personnel irrespective of their special field, i.e. whether they are urban or rural welfare or community development workers."

Schools of social work can be classified into the following three categories:

(a) Those offering training in social work at the university level or sub-university level, e.g. Ethiopia, United Arab Republic and Zambia. Their curricula include the teaching of social work methods and social work practice. They also provide supervised field work and require the study of a local social problem.

(b) Training in social administration at the university level, as in the Ghana School of Social Administration, where the emphasis is on social sciences, social research and social administration.

(c) Training of multi-purpose or polyvalent workers at the sub-university level, as in the case of the Ivory Coast, Mali and Senegal. This kind of training covers, besides social welfare, some aspects of health, nursing and home economics.

A résumé of training programmes in some schools of social work is given below.

¹² See ECA document E/CN.14/170.

A. ECOLE D'ADJOINTES SOCIALES ET D'ASSISTANTES SOCIALES DE L'ALGERIE

ALGIERS, ALGERIA

1. Date of establishment

1962. There had previously been in existence since 1942 a school of nursing and social work assistants. In June 1964 a decree was passed establishing the following programme.

2. Level of courses

- (a) post primary
- (b) post secondary
- (c) University

3. Admission requirements

- (a) Primary school certificate (*Certificat d'études primaires*), age between seventeen and thirty years; Algerian nationality.
- (b) Secondary school certificate (*Brevêt élémentaire*); age between seventeen and thirty years; Algerian nationality.
- (c) Entrance examination for *l'Ecole des Cadres*, reserved for graduates of Section; (b) who

have had one year's experience in their field

4. Duration of courses

Two years each for (a) and (b); one additional year for (c).

5. Staff

Not specified.

6. Student capacity

In 1964 twenty girls graduated, thirteen more will finish their studies in 1965.

7. Diploma awarded

- (a) *Diplôme d'état d'aides sociales*
- (b) *Diplôme d'état d'assistantes sociales*

8. Programme of work

- (a) The post primary programme is for the following categories of workers:
 - Assistant nurse
 - Rural midwife
 - Laboratory assistant
 - Child welfare assistant
 - Assistant radiography technician
- (b) The post secondary programme is for the following categories of workers:
 - Nurses
 - Midwives
 - Laboratory technicians
 - Health workers
 - Dieticians
 - Social workers

The first year is common for all categories and covers mainly medical topics. The second year for social workers is as follows:

9. Syllabus

- (a) *General education*: French, Arabic, human geography of Algeria.
- (b) *Role of the social worker*
- (c) *Value and goal of administration*: General principles, problems of personnel, techniques, administrative documents, work organization, work relations.
- (d) *Medico-social welfare*: Of the mother, of the child, of the adolescent, and the adult suffering from a chronic disease.

(e) *Legislation*: Social, work legislation, notions of penal law, juvenile delinquency, demography, statistics

(f) *Introduction to psychology*: to psychosociology

(g) *Professional orientation*

(h) *Surveys*: demographic, medico-social, social.

(i) *Political education*: History of the political fight; the capitalist system; the socialist system; Islam and socialism; social legislation within the framework of socialist development; under-development and roads to development; role of the woman in the development of national awareness.

(j) *Weekly reports*: Working groups

(k) *Visits with discussions once a week*.

(l) *Field work: half-day*: Visits to urban clinics for tuberculosis, hygiene, mental hygiene (for adults and children) workers' medicine.

(m) *Administration*: Central, departmental, tribunals.

(n) *Field work: Full-day*: Group visits with a *monitrice*, the students live outside the school.

(o) *Children's homes*: For normal children, children of war martyrs; for abnormal children: Centre Salim et Salima; re-education and re-adaptation centres.

(p) *Rural health clinics and centres* in Medea, Souk-El-Gozlane.

10. Relationship of School with government authorities

The school is under the jurisdiction of the Ministry of Public Health and Population. The students do their field work in public clinics and social centres.

11. Relationship of School with graduates

Not specified

12. Trends and developments:

Immediately after independence the school of social work was reorganized temporarily to include a two-year training course; starting with half a year of medical training. After the reorganization in 1964 students undergo one year of medical training and the second in the school of social work. It is envisaged to set up a new section for Medico-social personnel which might replace the second year section for social workers.

B. ECOLE NATIONALE D'INFIRMERIES, SAGES-FEMMES ET ASSISTANTES SOCIALES

FORT-LAMY, CHAD

1. **Date of establishment**
October 1962.
2. **Level of courses**
Post primary.
3. **Admission requirements**
 - (a) Chad nationality.
 - (b) Minimum age seventeen years.
 - (c) Possession of primary school certificate (*Certificat d'études primaires*), or,
 - (d) Minimum of four years practical experience in social work in the employment of the Department of Social Welfare.
4. **Duration of courses**
Two years.
5. **Staff**
Not specified.
6. **Student capacity**
Not specified.
7. **Diploma awarded**
Brevêt d'aide sociale.
8. **Programme of work**

It is considered indispensable for students to have sound medical training since they will be called upon to contribute to the development of mother and child welfare services as well as to the health education of women in Chad.

Therefore basic medical training is concentrated on preventive services, and mass vaccination against infectious and endemic diseases.

In view of the students' age the first year is devoted to repetitious courses so that the students can assimilate their contents. During the first year all students attend the same courses; at the end of the year and after taking a second year entrance examination, students can specialize in one of the following branches: nursing, social work or midwifery.

The first year is divided as follows:

 - (a) *Probationary period*: Two to three months during the first trimester during which students attend school on a full-time basis and take part in practical demonstration in a special demonstration room.
 - (b) *Part-time field work*: During the following six months students alternate between theoretical courses and field work.
9. **Syllabus**

First Year:

 - (a) *Biology*: anatomy, physiology, microbiology.
 - (b) *Hygiene and public health*: general hygiene, nutrition, child care, obstetrics, health education.
 - (c) *Pathology*: paediatrics, infectious pathology, endemic pathology, social diseases, first aid, minor surgery, gynaecology, pharmacy.
 - (d) *Professional subjects*: Professional ethics, work method, psychology, basic nursing, nursing for children, paediatrics.
 - (e) *General culture*: Civics, French, mathematics, physics, chemistry, theoretical courses, field work.

Second Year: The aim of the second year course is to train social work assistants capable of carrying responsibility in social and educational work in both urban and rural areas; and work in family and child welfare. The programme includes theoretical courses, practical courses and field work, and is divided as follows: one morning and five afternoons a week are devoted to theoretical courses, with a total of fourteen hours per week.

Field work is done from 7 a.m. to 12 a.m. five days a week, with a total of twenty-five hours per week.

First part:
Geography and history; demography; political and administrative organization of Chad; economics; sociology; labour; law.

Second part:
Psychology; mental hygiene; medical social problems; health education.

Third part:
Social work; social work techniques; social legislation; domestic science; professional ethics.

Fourth part :

General culture ; theoretical and practical courses; field work.

10. **Relationship of school with government authorities :**

The school administration is attached to the Department of Social Affairs for the training of social work assistants; and to the Department of Public Health for the training of nurses and midwives. The School Director is appointed by the President of the Republic upon the

nomination of the Minister of Social Affairs and Public Health.

11. **Relationship of school with graduates:**

The first group of students will graduate in 1964 and are all expected to work in the Social Centres spread over the various districts in Chad. The School plans to hold refresher courses later for its graduates.

12. **Trends and developments**

Not specified.

**C. L'ECOLE DES ASSISTANTES SOCIALES, SECTION MEDICO-SOCIALE,
CENTRE D'ENSEIGNEMENT SUPERIEUR DE BRAZZAVILLE**

CONGO (BRAZZAVILLE)

1. **Date of establishment**

October 1962.

2. **Level of courses**

Post-secondary.

3. **Admission requirements**

Students must be at least seventeen years old. They must have the *Brevet élémentaire du premier cycle* (BEPC) or Secondary School Diploma and they must pass the entrance examination. Only girls are admitted to this course.

4. **Duration of courses**

Three years.

5. **Staff**

Not specified.

6. **Student capacity**

Not specified.

7. **Diploma awarded**

Diplôme d'assistantes sociales de la Fondation de l'enseignement supérieur en Afrique Centrale (a network of post-secondary schools established in the following countries of Central Africa: Congo (Brazzaville), Gabon, Central African Republic and Chad).

8. **Programme of work**

(daily except Saturday):

(a) *First year*: 7.30 a.m. to 11.30 a.m. courses.
3 p.m. to 5 p.m. or 5 p.m. to 7 p.m. practical work.

(b) *Second year*: (daily except Saturday):

7.30 a.m. to 11.30 a.m. — courses.

3 p.m. to 5 p.m. — practical work.

(c) *Third year*: 3 weeks full-time, field work, 1 week full-time, class work, (excepting Saturday afternoon).

9. **Syllabus**

(a) *First year*: French, history, geography, psychology, sociology, demography, food hygiene, domestic science, social legislation, dress-making, house-keeping, typing, conferences and meetings.

(b) *Second year*: Medical field work for twenty-four hours per week. Each month students go to a different institution in the following fields: paediatrics, child welfare, maternal welfare, general medicine, surgery, tuberculosis.

In addition, ten hours per week are devoted to the following courses: anatomy, psychology, obstetrics, hygiene, children's and mothers' diseases, pathology of the new born, of the feeding baby, of the child, pathology of expecting mothers, diseases with social consequences, tropical diseases.

(c) *Third year*: One week per month, courses are given on the following: legislation, law, social economy, medico-social problems, social work methods, ethics, book-keeping, conferences, movie clubs, book clubs.

(d) *Field work*: Three weeks per month, 7.30 a.m. to 11.30 a.m. and 3 p.m. to 5 p.m.

10. **Relationship of school with government authorities**
Third year students do their field work in public organizations, police stations, hospitals (tuberculosis) and the army.
At the end of the first year, students undertake one and a half month's training course in social administration in the following government Ministries: Ministry of Youth and Sports,

Ministry of Public Administration, Ministry of Health, Social Security Fund, Palais de Justice.

Students do field work also in private welfare organizations.

11. **Relationship of school with graduates**
Not specified.
12. **Trends and developments**
Not specified.

D. SCHOOL OF SOCIAL WORK, HAILE SELASSIE I UNIVERSITY ADDIS ABABA (ETHIOPIA)

1. **Date of establishment**
1959.
2. **Level of courses**
Undergraduate.
3. **Admission requirements**
 - A. Pass in five subjects of the Ethiopian School Leaving Certificate approved by the Board of Admissions of the Haile Selassie I University.
 - B. Successful interview by the staff of the School of Social Work.
4. **Duration of Courses**
Two years.
5. **Staff**
Director: one.
Social Work Staff: three.
Staff from other faculties: five.
Librarian and administrative assistant: one.
Secretary: one.
6. **Student capacity**
Enrolment in 1964-1965:
8 students in the first year.
14 students in the second year.
Number of graduates:
1961: eleven
1962: five
1963: six
1964: eight
7. **Diploma awarded**
Social Work Diploma awarded by the Haile Selassie I University.
8. **Work programme**
 - (a) Lectures: three days a week
 - (b) Field work: six hours a week — first semester, first year; sixteen hours a week—second semester, first year; sixteen hours a week — first and second semesters, second year.
9. **Syllabus**
First year
 - (a) *History of Social Welfare*: Historical background of social welfare and historical evolution of social work as a profession, its philosophy and methods including basic social work concepts. General introduction and evolution of the fields of social work. Reference to the history of social welfare in Africa, and particularly Ethiopia.
 - (b) *Introduction to Case Work*: Historical development of case work. Description and definition of the basic principles of case work and their application. Methods of social case work study with special emphasis on interviewing skills and techniques, record writing.
 - (c) *Group Work*: Social group work as a method of social work. Social group work principles and methods. Role of group work in personality development. Leadership process in various groups. Characteristics of various age groups and their problems in group relations. Recreation as it relates to group work.

- (d) *Community Organization*: The concept of a community. Types of communities. Definition of community organization, its purpose and objectives. Principles and techniques of community organization. Development of effective resources. Nature and types of community programmes and activities. The establishment of constructive relationship between social work organization and other forces in the community. The role of the community organization worker.
- (e) *Programme Techniques*: Principles and techniques of visual aids. Simple handicrafts, posters and picture making, recreational techniques etc. for work with individuals, groups and communities.
- (f) *Introduction to Sociology*: Evolution of sociology as a science. Sociology and other sciences. Human communities. Communication, its nature, social function and role. Socialization and the development of personality. The process of social interaction.
- (g) *Introduction to Psychology*: The basic facts and principles necessary to understand men's awareness, thought, behaviour; such topics as emotion, motivation, learning, memory phenomena, their development and the role of heredity and learning in determining human abilities and human efficiency.
- (h) *Introduction to Economics*: Introduction to the field of economics, its scope and methods. Stages of economic development and its relationship to the development of social welfare. Reference to the economic problems and development in Ethiopia.
- (i) *Health Education*: This course is intended to enable students to carry out health education activities to individuals, to groups and to communities. Basic instruction in first aid, personal hygiene and community hygiene (including sanitation).
- (j) *English*: Composition (oral and written) with relevance to the needs of the School of Social Work, exposition, narrative, definition (particularly of Amharic terms in English and used in reports and research work), précis and comprehension, letter writing.
- (k) *Amharic*: Précis and composition. Advanced vocabulary. Nature, kinds and elements of Amharic composition. Précis writing.
- (l) *Field Work*: First semester: six hours weekly orientation and observation of existing social welfare services, programmes and resources for eight weeks; following eight

weeks of the same semester students will have field work assignments which will include observation and elementary application of basic social work principles and techniques in limited situations. Second semester will consist of 16 hours weekly assignments to special social welfare projects. Reports, discussions and evaluation sessions. Two hour seminars on field work will be held every other week. Field work will be supervised by the staff of the School of Social Work in co-operation with professional staff in agencies.

Second year

- (a) *Case work*: Continuation of "Introduction to Case Work" with greater emphasis on the client-worker relationship and skills and techniques of interviewing. Case work process, study, diagnosis and treatment. Analysis of case records. Curative and preventive aspects of social case work. The relationship of case work to other methods of social work.
- (b) *Group work*: Continuation of "Group Work" with emphasis on insights and skills in analysing and dealing with the dynamics of individual behaviour and group interaction. Programme planning and evaluation. The functions of the group worker in the agency, institution and community. The relationship of group work to other methods of social work.
- (c) *Community Organization and Development*: Historical evolution of community development. Comparative study of community development in developing countries. Definition, principles and concepts of community development; emphasis on participation of people, self-help, mutual help and the role of local government in community development. The technical components of community development, particularly the role of social welfare service. Social work methodology used in community development programmes, specifically community organization and its relationship to community development. Social action as a component of community organization.
- (d) *Social Welfare Administration*: Principles of administration within government and private agencies. Special reference to the social welfare services provided by the central and local government in Ethiopia. Methods of fund-raising and budgeting, personnel practices. Boards and committees, their functions and relationship. Programme planning, execution and evaluation. Co-ordination of social services programmes.

- Public relations. The relationship of social welfare administration to other methods of social work.
- (e) *Social Development Programmes in Ethiopia*: Analysis of social problems: social change, economic, educational, health, housing and social welfare. National resources to meet these needs and problems; services available and necessary plans.
 - (f) *Fields of Social work*: The following fields of social work will be offered: family and child welfare; medical social work; social welfare legislation; crime and delinquency; correction and control. Other fields of social work will be offered depending on the developing needs in Ethiopia.
 - (g) *Social Research*: Introduction to methods of social research and basic elementary statistics. Organizing research. The first semester will be devoted to instruction on methodology, and the second semester to actual planning and carrying out a research project, reporting on these projects and individual consultations and supervision.
 - (h) *Human Growth and Development*: A systematic survey of the psychological changes in the individual; from birth to old age. Emphasis is laid on the social factors that influence the development of motivation and personality, the growth of skills and mental abilities and the effects of the various methods of child rearing. Reference will be made to the adjustment of the child in various problematic situations.
 - (i) *Amharic tutorial*: Weekly reports or papers on field work or other subject; assignments will be submitted for individual tutoring.
 - (j) *English tutorial*: Weekly reports or papers on field work or other subject; assignments will be submitted for individual tutoring.
 - (k) *Field work*: Observation, participation and practice in various social agencies; students will spend approximately one semester in an agency for sixteen hours weekly. Reports, discussions and evaluation sessions. A seminar on field work experiences will be scheduled every other week for two hours. Field work will be supervised by the staff of the School of Social Work in co-operation with professional staff in concerned agencies.
10. **Relationship of school with government authorities**
The school is part of the Faculty of the Haile Selassie I University. It was created under the auspices of the Ministry of Public Health.
 11. **Relationship of school with graduates**
The school is in close contact with its graduates, it conducts seminars for them.
 12. **Trends and developments**
The establishment of a Bachelor in Social Work programme is being studied, raising the number of years from two to four. The need for the establishment of a Research Center at the school is also envisaged together with provision of extension and special courses for graduates and for students in allied fields such as in the Faculty of Education, Arts, Public Health College.

E. SOCIAL ADMINISTRATION COURSE, DEPARTMENT OF SOCIOLOGY, UNIVERSITY OF GHANA

ACCRA, GHANA

1. **Date of establishment**
1956.
2. **Level of courses**
(a) Intermediate and (b) university.
3. **Admission requirements**
Certificate course:
(a) Minimum university entrance requirements,
or
(b) A good general education and at least five years practical experience in social work (to be certified by the employer), or
(c) For candidates of mature age, sufficient experience and education to enable them benefit from the course, and a satisfactory entrance examination consisting of:
 - (i) College entrance examination,
 - (ii) A paper designed to show the candidate's knowledge of current social problems,
 - (iii) An interview.

Diploma course:

- (a) A University Degree or
- (b) In the case of non-graduates, educational qualifications and experience, judged by the University as appropriate for admission.

4. **Duration of courses**

(a) *Certificate course*

Two years, of which a minimum of four months should be spent on practical field work.

(b) *Diploma course*

At least one academic year in addition to twelve weeks of field work, of which four are during the Christmas vacation and eight are during the long vacation at the end of the candidate's course of study.

5. **Staff**

Director

Two lecturers one of whom is also director of the course; and the staff of the Department of Sociology; assistance is also given by other departments at the University.

6. **Student capacity**

Enrollment in 1961/62: twenty-eight students.
Graduates: Forty.

7. **Diploma awarded**

- (a) Certificate in social administration;
- (b) Diploma in social administration.

8. **Programme of work**

Not specified.

9. **Syllabus**

Certificate course

(a) *Political and administrative institutions*

- (i) Central and local government in the United Kingdom and Ghana.
- (ii) The policy of the colonial Powers.
- (iii) The United Nations and its specialized agencies, including some important conventions of the International Labour Organization.

(b) *Economics*

- (i) Economic structure
- (ii) Some elements of economic analysis with illustrations from the economy of Ghana.

(c) *Psychology*

- (i) The meaning and growth of the characteristic patterns of behaviour in childhood, adolescence, adult life and old age. Relation between heredity

and environment in the development of human personality.

- (ii) The individual in society; concepts of role and status. The influence of culture patterns. The learning process. Group behaviour. Inter-group relations. Problems of morale and leadership. Group attitudes to social change.

- (iii) Social application of psychological principles in various fields, e.g. delinquency and crime; mental illness; child care; rehabilitation of the handicapped; care of the elderly, group work, community development, youth employment and vocational guidance; industrial welfare and human problems of industry.

- (d) *Sociology:* Study of social organization of selected African societies, including the main forms of family structure; types of political structure, property and economic organization; religious institutions; types of social control; patterns of rural and urban life; social stratification; the growth of new occupations; the economic and social status of women; the treatment of children; the use of leisure; the growth of public amenities; problems of social change; social surveys.

Group A

Diploma course

- (a) *Social administration and principles of social work:* Comparative social administration in the United Kingdom, United States of America, Ghana and in other African and Commonwealth countries. Principles and practices of social case-work, groupwork and community development, with special reference to West Africa.

- (b) *Economic problems:* Economic structure: population, industrial structure, labour market, international trade, national income, public finance and financial organization. Some elements of economic analysis: development plans, economic surveys, functions of government, especially in West Africa.

- (c) *Sociology:* The meaning of the main sociological concepts, such as "social institutions", social structure, etc.; principal social, political, economic and religious institutions, with special reference to West African societies. Studies of certain selected societies. Social change; patterns of rural and urban life. Planning and performance of social investigations.

Group B

- (a) *Social psychology*: Characteristic behaviour in childhood, adolescence, adult life and old age. Relation between heredity and environment. Culture and personality; concepts of role and status; culture patterns; learning process. Group behaviour and attitudes.
- (b) *Social philosophy*: Ethics in relation to social relations and institutions. Rights and duties. Purposes and limits of State action. Theory of justice, retributive and corrective. Compulsion and consent. International relations.
- (c) *Comparative government*: Central and local government in the United Kingdom, the United States of America, Ghana and various Commonwealth countries.
- (d) *Social and economic history of West Africa*: General survey, including industrial, commercial and agricultural development; population growth and movement, social structure, social services, labour problems.
- (e) *Political geography*: Impact of Europe on Africa, colonial practices and policies of different powers. Economic resources of colonial territories, and social and economic effects of entry into Western economy.

Group C

- (a) *Industrial relations*:
 - (i) *Personnel management*: Planning the personnel programme, procurement of labour, training and education, welfare programme, personnel research and evaluation.
 - (ii) *Labour relations*: Characteristics of unions, contractual relationship, types of labour relations.
 - (iii) *Wages and salary administration*: Basic theories, specific plans and measurements for wage and salary administration.
- (b) *Health education*: Principles and practice of health education (hygiene, sanitation, nutrition) with special reference to West Africa. Training courses, village committees, visual aids and other educational material including school programmes. Pilot projects and demonstrations in villages, towns, mines.
- (c) *Criminology*: Conception of crime. Methods of criminology investigation; criminal types, causes and conditions of crime; social, psychological, physical, economic

treatment of criminals and offenders. Special problems of West Africa.

- (d) *Community development*: Principles of community development. Comparative study of projects and methods in various countries. Technical help and special problems, including urban development.
 - (e) *Statistics and social survey methods*: Statistical methods and sources. Interview, questionnaire and other methods of social survey; urban and rural surveys.
10. **Relationship of school with government authorities**
- Most students are employed as Welfare Officers and Community Development Officers by the Ghana Department of Social Welfare and Community Development and return to that Department on completion of the course. A few others are from the Ministries of Health, Agriculture and from government departments in Cameroon, Nigeria and Zambia.
11. **Relationship of school with graduates**

As most former students work with the Department of Social Welfare, they meet at the Annual Senior Staff Conference of the Department, which is held at the University each year. In addition former students help the University by supervising the practical work of the students and by reporting on new developments.

12. **Trends and developments**

Plans are envisaged for initiating a degree course in sociology, with an option in social administration. This would necessitate the addition of one director or associate professor and one research fellow who would also teach. Candidates for admission to the course for Bachelor of Arts in Social Administration would have to pass the First University examination in Arts in African studies and Sociology and two subjects selected from the following list of subjects: economics, principles and practice of government, study of religions, public health, nursing. They would also be required to have pursued an appropriate course of study at the University extending over not less than two academic years, and to have completed a minimum of three months of supervised practical field work, and made a report. Each student would choose one of the following areas for specialization: social case work, community development, medical social work, social work of the courts, or industrial welfare.

F. ECOLE D'INFORMATION SOCIALE D'ABIDJAN

ABIDJAN, IVORY COAST

1. **Date of establishment**
1 October 1960.
2. **Level of courses**
 - (a) *Middle level course*: for training social workers.
 - (b) *Elementary course*: for training social work assistants.
3. **Admission requirements**
 - (a) *Middle level course*:
 1. Completion of secondary studies (*Brevêt*) or completion of elementary course.
 2. Passing the entrance examination.
 3. Fulfilment of age requirement (fifteen to seventeen years), physical fitness, etc.
 - (b) *Elementary course*:
 1. Primary school certificate (*Certificat d'études*).
 2. Passing the entrance examination.
 3. Fulfilment of age and physical requirements.
4. **Duration of Courses**
Three years each.
5. **Staff**
 - (a) The Director,
 - (b) The Assistant Director,
 - (c) Six French social workers who possess the French State Diploma for Social Workers (*Diplôme d'Etat français d'assistance sociale*),
 - (d) One full-time home economics instructor.
 - (e) Two part-time home economics instructors.

Supervisory staff in the boarding school

 - (a) One African social worker.
 - (b) One supervisory staff.

Teaching staff: There are twenty-four staff, including doctors, psychiatrists, sociologists, jurists and social workers.
6. **Student capacity**

Enrollment in 1962 — 1963

Middle level course:

First year	27	
Second year	12	of whom 10 boys
Third year	14	

Elementary course:

First year	17	
Second year	18	all girls
Third year	16	
7. **Diploma awarded:**
Diplôme d'Etat for social workers or *Diplôme d'Etat* for social work assistants.
8. **Programme of work**
 - (a) *Social workers*
 - (i) The first month is devoted to initiation in methods of work, both theoretical and practical.
 - (ii) *Work techniques* include: use of library; how to read and take notes; analysis of texts; summary of courses; writing reports.
 - (iii) *Visits to social and health institutions* are preceded by briefing on what to observe and information to be sought. Visits are followed by written reports and discussions.
 - (iv) *Utilization of public services*: illustrated discussions of visits to public departments.
 - (v) *Techniques of field organization*: reception of new clients; observation; direction of clients; elements of out-patient clinics.
 - (vi) *Speech course*
 - (b) *Social work assistants*
During the first month there is no field work. Students are introduced to theoretical and practical work methods. In addition they are given courses in professional ethics and in supervised library work.

Field Work

During the first and second academic years, field work occupies 18 hours per week; in addition to one month full time during the summer holidays.

During the third year five months are devoted full-time to field work; the remainder of the year being devoted to class work and the final examination leading to the "*Diplôme d'Etat d'aide sociale*."

Field work during the second and third years is closely supervised with periodical conferences. Field work can only be under the close supervision of a professional social worker, a home economics instructor, a day nursery instructor or a specialized nurse in child care who have a recognized diploma equivalent to the "*Diplôme d'Etat d'assistante sociale*."

Field work is carried out preferably in a locality which can be visited at least once a month by an Education Instructor from the School of Social Work.

9. Syllabus

Social Workers

First year

- (a) *Civic education and introduction to Ivory Coast*: Historical summary of the Ivory Coast; the State and its sovereignty; legislative, executive and judiciary powers; the constitution; monetary system; rights and duties of the citizens; the Ivory Coast within the African continent; economic and political interrelationship; bilateral assistance; international institutions.
- (b) *Professional ethics*: Basic principles of social work; rights of man and elementary duties of society towards its members; reading followed by classroom discussions.
- (c) *Supervised library work*: A minimum of thirty pages' reading is requested of students from a list of recommended works.
- (d) *Physical, intellectual and emotional development of the human being*: Major stages of human development. Influence of the changes in physical and intellectual development on the development of the personality; the adult and the aged in different environment and in different roles. Maternity and pre-natal development; the baby; childhood; adolescence and puberty; the adult; the aged.
- (e) *Hygiene and sanitary education*:
 - (i) Public health administration in Ivory Coast; risks of high rates of mortality; disease rates and their prevention; infant mortality; major endemic and epidemic diseases; role of the social worker in health protection and sanitary education.
 - (ii) Bodily hygiene, microbes and viruses; antiseptics; asepsis.
 - (iii) Maternal and child hygiene; mother and child welfare and health services in social centres; urbanization; housing, school and public places.
 - (iv) Rural hygiene; problems of improving sanitation in rural and semi-rural zones.
- (f) *Food hygiene*: Different types of foods, their composition and nutritive value. Nutritive needs of various age groups, of the pregnant woman, the worker.
- (g) *Illness*
 - (i) *Introduction*: General knowledge, social aspects of illness, psychological

problems of the patient, major pathological processes.

- (ii) *Children's common diseases*: Role of the social worker in prevention, treatment and rehabilitation of the patient, help for the family.
- (h) *Introduction to social work*:
 - (i) Historical background of social work—actual organization in Ivory Coast—experience in other countries—specialized aspects of social work: medical, social, industrial, family, child welfare, psychiatric social work, etc. .
 - (ii) Summary of different work methods in social work: social case work, social group work, community organization, administration of social welfare services, social research, social action.
 - (iii) Techniques of social work—surveys—interviews; visits; group meetings; conferences; observation and participation; reference to archives and documents; consultation with other specialists; drafting and analysing reports, news etc..
(This course is illustrated with documents, reports, summaries, etc. as well as continued visits to social welfare institutions).
 - (i) *Kindergartens*: General knowledge, objectives of kindergartens and nurseries in Ivory Coast; finance; buildings; equipment and matériel; personnel; children: criteria for admission, methods used in kindergarten; the social worker and the kindergarten.
 - (j) *French*: Revision of French grammar; spelling and vocabulary; correspondence; drafting of texts for school bulletins.
- #### Second year
- (a) *Introduction to social work*:
Historical survey in Europe and Ivory Coast; organization of social work in Ivory Coast; training of personnel; different categories of social work: polyvalent, specialized; characteristics of social work; definitions; brief summary of different methods of social work; case work; group work; community development.
 - (b) *General work techniques in social work*: Home visits; buildings and their maintenance; social investigations; administrative duties of a social worker; correspondence; circulars; newspaper articles; use of telephone; forms and files used by the social worker in social work and medical social work; different case work

- histories; reports: drafting and analysis; reports on activities; documentation on social work; use; reference to services; documents and their classification; organization of a library; coordination and liaison in social work — liaison forms.
- (c) *Social work practices particular to each service:*
Family social work; school social work; child welfare service; industrial social work; medical-social work. Illustrated course of practical exercises, discussions, reports by students and visits to organizations.
- (d) *Medical social work:*
- (i) *General: Role of social work in fighting social evils:* Definition; means of fighting social evils; enumeration and characteristics of such evils; role of social work in prevention, treatment, rehabilitation, social assistance, mother and child welfare.
 - (ii) *Fight against infant mortality:* Mother and child welfare: pre-natal, during birth, post-natal; mother and child welfare services; discussion on baby weighing and interpretation of results; demonstration techniques.
 - (iii) *Anti-tuberculosis campaigns:* Role of social welfare; anti-tuberculosis clinics.
 - (iv) *Anti-VD campaigns:* Role of social welfare.
 - (v) *Campaigns against tropical diseases.*
 - (vi) *Campaigns against alcoholism (3rd A).*
 - (vii) *Campaigns against mental diseases (3rd A):* Social work and health education.
- (e) *Group social work:* Definition; types of groups; choice of members; objectives of group work.
Analysis of case histories of the group (with special attention to women's groups).
- (f) *Administrative set-up of social services:* Description of structure and functions of the most important social welfare administrations in Ivory Coast.
- (g) *Tropical diseases with social repercussions:* Malaria, leprosy, measles, cholera, typhus, mumps, dysentery, yellow fever, yaws parasites, bilharziasis, antilostomiase, polio, cerebro-spinal meningitis, rabies. A short summary of symptoms and cure, with special emphasis on:
- (i) epidemiology and prophylactics: preventive methods, for individuals and groups.
 - (ii) social aspects: consequences on the individual, the family, society (duration of contagious period, costs, incapacity...)
- (h) *Elements of psychology:*
- (i) General principles: methods of psychology;
 - (ii) Major stages in human development, internal and external factors of growth.
 - (iii) Man in society: study of human behaviour in society, particularly within restricted groups such as: the family, friendship groups, work groups. Adaptation to the evolution of roles according to age; adaptation to rapid social changes; adaptation to work, to under-employment, psychological consequences of unemployment; adaptation to urban settings and conflicts resulting from cultural changes.
- (i) *Elements of customary law:*
- (i) General background: the law and its judiciary sanctions. Customs and law; geographical and functional organizations of tribunals. Legal auxiliary workers. Legal social workers.
 - (ii) Political and administrative organization of the Ivory Coast.
 - (iii) The physical person: civic status, the social worker and the drawing up of legal documents on civic status. Juridical framework of family life in Ivory Coast. Comparison between the law and customary practice.
 - (iv) Penal law: crimes, offences, conventions. Penal responsibility. Probation. Penitentiary system — role of the social worker in the rehabilitation of prisoners and giving assistance to their families. The child in conflict with the law. Functioning of children's courts, their objectives, sentences. Educational centres and other organizations concerned with treatment of offenders. Role of the social worker.
 - (v) Protection of the worker: rights of the worker, organizations empowered with their application: manpower and its placement; unemployment; absenteeism and its repercussions; contractual relations between employer and employees; apprenticeship contract, employment contract — collective agreements; individual and collective work conflicts; syndicates; protection of the worker; hygiene and security of workers — general and industrial hygiene — prevention of work accidents medical services at work; family allowances.
- (j) *French II:*
Vocabulary; analysis of texts; speech

- (k) *Supervised library work*: Reading of works assigned by different professors.
- (l) *Domestic science*.
- (m) *Food hygiene*.
- (n) *Pediatrics*.

Third year

(a) *Family social work I*:

Theory and application of social surveys. Psychology of the social worker. Dynamics of relations between the helper and the helped. Analysis of cases.

(b) *Family social work II*:

Child welfare. The child in the family setting. The child outside his family setting. The working child. Children employed as domestic help. Placement of children in institutions. Evaluation of foster homes. Mothers working away from home and in their home, advantages and disadvantages. School problems. Relationship with teachers, adaptation to school, etc.. Discussion of cases.

(c) *Group work I*:

Definition — different types of groups — choice of members — objectives of group work, communication and interaction within the groups. Conducting meetings. Analysis of group history (with special emphasis on women's groups).

(d) *Group work II*:

Preparation of programmes and activities helpful to social work with various groups and according to different ages: study of the role and training of voluntary social workers.

(e) *Demonstration techniques*:

Methods of adult education. Problems of communication. Familiarization with audio-visual techniques.

(f) *Administrative staffing of social services*:

Description of structure and functioning of major social welfare administrations in the Ivory Coast.

(g) *Mental health*:

Mental health, relations with others and disturbances, consequences of relations between the patient and the social worker. Pathological behaviour, study of some major syndromes, alcoholism, care of mental diseases in Ivory Coast.

Innoculations, procedure of declaring a patient minor; psychiatric hospital supervision of the patient after his cure, problems of rehabilitation.

Role of the social worker vis-à-vis the patient during and after his treatment; and vis-à-vis his entourage. Role of social service in the protection of mental health.

(h) *Ethnology of the Ivory Coast*:

Follow up of first year course on the human being with comparative study of principal ethnic groups in Ivory Coast.

Different ethnic groups in Abidjan — cultural changes — urbanization and modernization — tensions resulting from an over accelerated and disorganized cultural evolution — resistance to change — cultural mobility extending over whole groups or classes and social mobility of the individuals and their families.

(i) *Elements of sociology*:

General principles — social sciences — definition of terms: society, group, culture, social relations, social organization, social classes, social changes, etc.. Relationship of sociology to social work.

Study of the family group — evolution of the extended family toward a nucleus family. The urban family in Ivory Coast and Africa — polygamy — relations between the nucleus family and the extended family — family stability. Role and status of various members of the family. Evolution of the respective role of the man, woman and the child. Employment of women and children. The family: unit of production and consumption. Family budgets in Ivory Coast.

The school. Employment and economic groups. Religion and religious groups. Ethnic groups and their social projections. Geographical and political groups. Differentiation of urban classes in Ivory Coast.

(j) *Family social work*:

Analysis of social cases: maladjusted youth, rehabilitation, marriage problems.

(k) *Institutional social work*:

Different types of institutions for children in Ivory Coast. Personnel, conditions for admission. Administration — relationship of children with parents and the outside world. Role of the social worker vis-à-vis the children, their parents and other personnel in the institution.

(l) *Group discussion on ethical, social and professional questions*:

After a brief introduction, each student will in turn introduce a case involving one or more problems and seek possible solutions.

(m) *Group discussion: social work:*

Each student will be asked to collect the necessary documentation; to study and present to the class a subject for discussion related to one of the courses.

(n) *Community organization and development I:*

Brief exposé of the concept of "community" and of community organization with a view to social work. Social action, creation and functioning of voluntary organizations. Liaison among their services. Co-ordination between them and government services.

Definition of community development. Different types of programmes. Relation with community organization with a view to social work. Functioning of programmes of rural and urban animation in Ivory Coast. Choice and training of *animateurs* and *promoteurs*,

Discussion of reports on progress of community development programmes.

(o) *Social ethics:*

Study of major current social problems; their ethical aspects and frequency in Ivory Coast.

(p) *Social and economic problems in Ivory Coast I:*

(i) Brief exposé on outline and mechanism of economics (production, agricultural exploitation, industrial enterprises, commerce, goods, money, banks, prices and salaries) with special references to Ivory Coast.

(ii) Social and economic development. Demographic growth. Financing of social services.

(q) *Economic problems II:*

(i) Professional training and orientation. Functioning of the *Centre d'Orientation professionnelle* (Professional training centre).

(ii) Co-operatives: principles, objectives and different types. Functioning of the co-operative movement in Ivory Coast (visit to a co-operative centre).

(r) *Housing improvement:*

Housing problems. Different types of urban housing. Construction and housing facilities.

(s) *Domestic science:*

Adequate use of time, of energy and means in domestic work.

Family budget — relative value of each component — simple bookkeeping: practical exercises.

(t) *Economics of summer camps*

Social work assistants

First year

(a) *Initiation in work methods:*

(i) Conferences on organization of social welfare services; social welfare section of the Social Affairs Department.

(ii) Visits to social and medical institutions followed by written résumés and group discussions (visits to the Hospital in Treichville, an anti-tuberculosis centre, a social centre, a kindergarten, an orphanage at Bugenville and a psychiatric hospital).

(iii) Illustrated discussion groups on visits to such public services as the telecommunications, police, allowances section, banks, public utilities, etc.

(iv) Work methods: how to read and take notes on: (i) Forms and how to interpret them; (ii) Reports and how to plan them and what material to include in them.

(v) Reception of new patients and how to observe and direct them.

(vi) Out-patient clinics: technique and care of patients.

(b) *Professional ethics:*

Definition of professional ethics; social work: objectives and working means; role of social work in Africa; duties of social work in Africa; duties of social worker vis-à-vis herself, her colleagues, her superiors and her patients; respect of human beings regardless of status, colour, creed, age, etc.; professional integrity and discretion.

(c) *Civics:*

Political and administrative organization in Ivory Coast. International institutions.

(d) *Introduction to Ivory Coast:*

Historical summary — contemporary set-up, regions — principal ethnic groups and their traditions — economic and demographic summary. The Ivory Coast within the African continent. The Ivory Coast and other nations.

(e) *Introduction to social work:*

Definitions — historical background — basic principles — organization of social services in Ivory Coast and other African countries.

(f) *Development of the human being:* (physical, mental and social).

(g) *Children's common diseases:*

Measles, diphtheria, tetanus, chicken pox,

intestinal parasites — role of the social worker in prevention and treatment.

- (h) *Hygiene and sanitation:*
Bodily hygiene — microbes and viruses — antiseptics — sanitary education.
- (i) *Domestic science:*
 - (i) Sewing and mending: introduction to sewing by hand and by machine.
 - (ii) Cooking: preparation of menus.
- (j) *French:*
Spelling and grammar — drafting of administrative reports and correspondence.
- (k) *Library:*
A list of obligatory reading is given to the students at the beginning of each trimester.
- (l) *Medical field work:*
 - (i) One month at the public clinic of a family allowance or health centre;
 - (ii) One month in hospital (vaccines, bandages, injections and care of babies; weighing, preparation of bottles, bathing the newly born baby, filling in forms, etc.);
 - (iii) Medical-social work: three months;
 - (iv) Centres of family allowances, nurseries, kindergartens and social centres: one month.

Second year

A. General courses:

- (a) *Elements of social work:*
 - (i) Family social work: interviews, visits, discussions.
 - (ii) Group work: different adult groups, objectives of group work.
 - (iii) Youth groups: separation by age — objectives of groups.
- (b) *Professional ethics:*
Discussion of cases which might prejudice the principles of professional ethics — of prejudices and attitudes contradictory to the ethics of social work.
- (c) *Civics:*
Elements of social legislation: the tribunals, civil law — penal law — administrative law — customs and the law — civil status — labour legislation including minimum wages and family allowance — status of civil servants.
- (d) *Diseases with social implications:*
Venereal diseases, tuberculosis, leprosy,

smallpox, typhoid, polio, malaria, symptoms and frequency.

Social aspects; role of the social worker in prevention, treatment and rehabilitation.

- (e) *Mental hygiene:*
Treatment of mental diseases in Ivory Coast. Discussion of practical cases — role of the social work assistant in helping the patients and their families.
- (f) *Food hygiene I:*
 - (i) Extension of notions introduced the first year on development of man.
 - (ii) Food needs for different ages, this course is based on foods available at low prices locally.
- (g) *Development of the human being II:*
The adult, the old and the disabled.
- (h) *Domestic science I:*
Improvement of kitchens in native homes — practical demonstrations.
- (i) *French:*
Analysis of texts, drafting of correspondence and reports — vocabulary.
- (j) *Supervised library work:*
Administration of school library: keeping catalogue cards — prescribed reading and résumés.

B. Child care (kindergarten and day-nurseries)

- (a) *Institutions:*
Study of children's institutions: conditions for admission. Role of the social work assistant.
- (b) *The child from birth till three.*
- (c) *The child from three to six:*
Follow-up of course on development of human being with more detail.
- (d) *Intellectual and emotional growth from birth till six years:*
Follow-up of first year course.
- (e) *Relationship with parents:*
Relationship of kindergarten, day nurseries with parents; voluntary workers.
- (f) *Outdoor and indoor recreation:*
Instructive games.
- (g) *Field work:* three months in hospital or out-patient clinic (paediatrics); four months in day nurseries: one month in full-time kindergarten.

Kindergartens

- (a) *The kindergarten:*
General notions: personnel: qualifications and training. Children: criteria for admission.

- (b) *The child from three to six:*
Same as social work assistants child care course (see above).
- (c) *Intellectual and emotional growth:*
From birth to six years. Same as social work assistants child care course (see above).
- (d) *Relationship with parents:*
Same as social work assistants child care courses (see above).
- (e) *Indoor and outdoor games:*
Same as social work assistants child care course (see above).
- (f) *Preparation of equipment for kindergartens:*
Manufacture of toys and teaching material in wood, cardboard, cloth, plastics and others.
- (g) *Field work*
Two months in hospital or out-patient clinic, sick children: half-time; five months half-time kindergartens; one month full-time kindergartens.

C. Women's education

- (a) *Work with women's groups:*
This course will pay special attention to group discussions, activities of interest to women's groups; training of volunteers.
- (b) *Demonstration techniques:*
Study of demonstration techniques, audio visual material.
- (c) *Domestic science II:*
Dress making and sewing.
- (d) *Food hygiene II:*
Nutritious foods; traditional foods: prejudices and taboos — diets.
- (e) *Field work:*
Institutions or canteens, social centres, mobile units, women's education.

Third year

This year is devoted mainly to field work. It is deemed helpful, however, to give the students a chance to consolidate their knowledge and to evaluate the work accomplished in the field. It is therefore recommended that they should be recalled to the School for two months' study (January and May) the first month being after the first trimester and the second after the second trimester of field work, and before final examinations before obtaining the State Diploma of Social Work Assistant. (*Diplôme d'Etat d'aide sociale*).

A. General Courses

- (a) *Group discussion on social work and*

professional ethics:

Group discussions between three or four persons are followed by a general discussion.

- (b) *Household accounts:*
Family budget; simple bookkeeping.
- (c) *The family, the mother, the home:*
Family relationships — conflict between customs and modern ideas — the extended family — domestic help and other members of the household — children in domestic service. The home and the school: relations with teachers, facilities for after-school studies — employment of women in Ivory Coast — employment of mothers outside the home.
- (d) *Child care*
- (e) *Group discussions on organization and administration of day-nurseries:*
Each participant is asked to lead the discussion in turn.
- (f) *Institutions for babies and pre-school children:*
Rules governing such institutions — Groups of children living in them — role of the social work assistant.
- (g) *Child feeding from weaning time to school age:*
Extension of courses on weaning and food needs of the child till the age of six. Meal balance.
- (h) *Pregnancy and maternity:*
Revision of first year course maternal and child welfare, social and hygienic problems.
- (i) *The premature child:*
Definition; growth; care.
- (j) *Placement with foster parents of babies and pre-school age children:*
Situations which might necessitate the placement of the child away from his family. How to place children in foster homes. Medical control — supervision of the agency — return of the child to his home.
- (k) *Handicapped children:*
Mental or physical retardment. The handicapped child. The handicapped child in day-nursery and kindergarten.

B. Kindergartens

- (a) *Group discussions on organization and administration of kindergartens:*
Similar to discussions on day nurseries (see above).

- (b) *Teaching methods in kindergartens:*
Extension of first year course on same subject.
- (i) Introduction: historical background — practical application in African setting.
 - (ii) Teaching French and speech: methods of teaching French to pre-school age children; the sentence, the word. Exercises in speech, preparation and usage of texts which can help in teaching (account should be taken as much as possible of the dialect spoken by the child at home).
 - (iii) Drawing in the Kindergartens: objectives and methods in the use of drawing.
 - (iv) Music in the Kindergartens: Objectives and methods, suggestions for a repertory.
 - (v) Manual activities in the Kindergarten: objectives and methods — material to use.
- (c) *Nutrition from weaning to school age:*
(Same as child care course for social work assistants.)
- (d) *The handicapped child:*
(Same as child care course for social work assistants.)

C. Women's education

- (a) *Group discussion on home economics teaching in social centres and women's education teams:*
(Similar to group discussions in day-nurseries.)
 - (b) *Rural animation:* the rural setting and its development; available resources within the communities; experience of rural animation in Ivory Coast; principles of community development which can be used by feminine education teams and by the social centres in rural and semi-rural areas.
 - (c) *Domestic science:*
 - (i) Cooking: cakes and desserts.
 - (ii) Sewing: embroidery.
 - (d) *Improvement of the urban home*
Housing problems.
 - (e) *The rural home*
Housing in rural areas — modernisation of villages in Ivory Coast.
 - (f) *Practical work*
Handling and maintenance of small tools.
10. **Relationship of school with government authorities**
The school was created by a Government decree — in other words it is a public organiza-

tion and not a private one. It receives help from UNICEF and the United Nations.

The school has started special training courses for junior social work personnel actually employed by the Government (as well as by private agencies) who used to join the middle level courses. They have to pass a different entrance examination; places reserved for them are limited.

The students carry on their field work in the social centres, kindergartens, day-nurseries which are run by the Government.

11. **Relationship of school with graduates:**
Unspecified.

12. Trends and developments

The boarding facilities of the school are at present limited to fifty places (all girls).

At present the school curriculum is heavily weighted in favour of services which students will be called upon to engage in after graduation. This includes women's education in hygiene, child care and domestic care, as well as maternal and child welfare services.

Starting with the academic year 1963-1964 emphasis will be shifted to social welfare services instead of health services which will remain the responsibility of health assistants. The new programme is to include social case work, group work and community development and community organization, as well as social administration. The re-orientation of courses aims at introducing family welfare services. Second and third year courses have been modified to provide more specialized training in the following fields:

- (a) child welfare,
- (b) day nurseries and kindergartens,
- (c) domestic science.

In the future it is planned to abolish the course for Social Work Assistants and replace it by a three-year University Course for professional social workers.

In addition to the school, other training facilities in the Ivory Coast include:

- (a) Two centres for homecraft training (*Centre d'Enseignement des métiers féminins*), which give four year courses to Primary School Certificate holders. Their curriculum includes domestic science, sewing and child care.
- (b) A Domestic Science Teacher Training College (*Ecole Normale Ménagère*) which trains instructors (*monitrices*) of domestic science; some of whom are recruited for work in the social centres.

G. SCHOOL OF SOCIAL WORK

MACHAKOS, KENYA

1. **Date of establishment**

October, 1962.

2. **Level of courses**

Post secondary.

3. **Admission requirements**

- (a) eight years of formal education in addition to a minimum of one year's experience in an allied field, such as teaching, health visiting, community development, etc..
- (b) age between twenty-two and thirty-five years;
- (c) good command of English, written and spoken;
- (d) leadership ability, and acceptability to the community.

4. **Duration of courses**

Two years.

5. **Staff**

A principal, four resident teachers and visiting lecturers.

6. **Student capacity**

The school capacity is for twenty-six students. *Enrolment:* Fifty students (field work is organized in such a way that one course of students is out in the field doing practical work while the other course is at the school doing their theoretical studies).

7. **Diploma awarded**

Professional certificate.

8. **Programme of work**

During the first year there are two and a half months' practical work and during the second year six months' practical work. During their period of theoretical studies students visit agencies and institutions in and around Nairobi and Machakos.

The first year's field work is done in Nairobi, but during the second year students go to their location of origin.

9. **Syllabus**

First year — first term

- (a) *Theoretical work — subjects studied:* Introduction to sociology for social workers; introduction to economics; agricultural information; nutrition; biology; knowing Kenya; social legislation; introduction to social welfare; social services; how to study (during last four weeks only); English;

home economics; government.

- (b) *Practical work in social services:*

Period of orientation in:

- (a) a rural area;
- (b) an urban area.

First year — second term

- (a) *Theoretical work — subjects studied:* Sociology for social workers; economics for social workers; agricultural information at the Farmers' Training Centre; nutrition; medical information; government; political science for social workers (half the term only) knowing Kenya; social legislation; introduction to social welfare; social services; social case work; social work; methods of introducing change; social administration; growth and development; English; first aid and home nursing; African art and music.

- (b) *Practical work:* Four weeks in social agencies in Nairobi and its vicinity .

First year — third term

- (a) *Theoretical work — subjects studied:* Sociology for social workers; economics for social workers; Government; social legislation; introduction to social welfare; growth and development; social services — including visits to social agencies such as prisons, courts, approved schools, schools for retarded children, etc.; casework; group work; comparative analysis of social problems; method of introducing change; medical information; knowing East Africa; agricultural information; first aid and home nursing; nutrition; home economics; African art and music; social problems of illness — including practical work in a mental hospital.

- (b) *Community development:* Eight weeks' concentrated course on community development, consisting of twenty-three hours weekly and four educational tours; at the Community Development Centre in Machakos.

Second year — first and second terms:

- (a) *Field work* in rural areas in the students' own communities. Students are attached to the following agencies: (a) hospitals, (b) health centres, (c) county councils, (d) settlement schemes. Students and agencies are supervised by school staff.

Second year — third term

(a) *Subjects studied:* Social casework—seminar; social group work — seminar; administration of social services; community development — project planning; the social work profession — seminar; methods of introducing change — seminar; co-operation; health education in a changing society — seminar; social welfare planning for East Africa — seminar (comparative study); training of auxiliary personnel for villages; the changes in Kenya Government and Administration; surveying social problems.

10. **Relationship of school with government authorities**

The Board of Management of the School consists at present of three members of the Government of Kenya, representatives of the

Ministries of Social Services, Education and Health.

The students' field work is done in public welfare agencies such as the Nairobi City Council welfare centres. The school staff meet the agencies' workers frequently to involve them in the supervision of the students.

There is very close connexion between the the school and rural social agencies where the students do their second year's field work.

11. **Relationship of school with graduates**

Not specified.

12. **Trends and developments**

Negotiations are under way regarding the affiliation of the School with the Department of Adult Studies of the Royal College (University of East Africa).

H. L'ECOLE DE FORMATION SOCIALE

TANANARIVE, MALAGASSY REPUBLIC

1. **Date of establishment**

1960.

2. **Level of courses**

Post secondary.

3. **Admission requirements**

- (a) minimum level of general knowledge;
- (b) four years of secondary education;
(*Brevêt élémentaire premier cycle*);
- (c) physical fitness;
- (d) examination after first semester to evaluate the student's personality and aptitudes for social work.

4. **Duration of courses**

Two years; first year medical orientation, second year social orientation.

5. **Staff**

Not specified.

6. **Student capacity**

Enrolment: Eighteen, of whom twelve in the first year and six in the second.

7. **Diploma awarded**

Certificate (private). The question of establishing a State Diploma is under study by the Ministry of National Education.

8. **Programme of Work**

- (a) *Theoretical courses:* every afternoon from 2 to 5:30 p.m. except Saturday; a total of thirty weeks or 450 hours per year.
- (b) *Practical work:* including field work and practical sessions: 8 a.m. to 12 noon a total of nine months of morning sessions, and one month full-time.

9. **Syllabus**

- (a) *Medicine:* General information; symptoms of infection; symptoms and treatment of contagious, infectious and parasitic diseases; organic diseases: cardio - vascular, respiratory, digestive and urinary; nervous diseases and endocrinal glands, poisoning, traumatism, burns, sores.
- (b) *Social ills:* tuberculosis; alcoholism, poisoning; venereal diseases; mental diseases; cancer; leprosy; malaria, bilharziosis.
- (c) *Hygiene and prophylaxy:* microbiology — germs and viruses. prophylaxy of contagious diseases, infections, parasites; disease detection, isolation, disinfection, immunisation; body hygiene; food hygiene, calories, vitamins, rations and menus, water

- and liquids; housing hygiene: heating, lighting; waste disposal.
- (d) *Pharmacy*: generalities on medicaments and their classification; medical substances and their injection; elements of pharmaceutical legislation; general notions on medicaments for various organs; anti-infection medicament, antiseptics; general notions on laboratory tests.
- (e) *Obstetrics*: fertilization and growth of germs; normal pregnancy, symptoms and evolution; pregnancy hygiene; labour pains and delivery; pathology of pregnancy and delivery; sterility and miscarriages; heredity; rhesus factor; pathology of the new-born at birth.
- (f) *Child care and paediatrics*: the new-born and the infant; physical, psychical and psychomotor development; natural and artificial feeding — weaning; bodily hygiene of the infant; second childhood; children's diseases; digestive and respiratory troubles; skin troubles; deficiency diseases — bone deformities; vaccines — infant mortality.
- (g) *Anatomy — physiology*: the cell — different tissues; the skeleton, bones — articulation muscles; the nervous system; circulatory, respiratory, digestive and urinary organs; sensory organs — endocrinal glands.
- (h) *Hospital practice*: theory and demonstrations; bedside nursing, the bed, comfort, toilet; observing the patient; pulse, temperature, tension, urine, stool; general samplings: urine analysis, throat etc.. various services: injections, revulsion, wound painting; wounds and bruises: fractures; bandages; emergencies: fainting, asphyxia, hemorrhages, burns.
- (i) *Ethics*: physical, intellectual and moral qualities required by the profession; professional duties towards oneself, towards clients, the sick, superiors and colleagues; professional responsibility.
- (j) *Morality*: general morality. General principles, human behaviour, duty, responsibility, sanctions. The human being and his destiny. Family morality. The family, origin, finality, conjugal morality, parents' duty towards their children. Professional morality. General principles and their application — experimentation — human grafting, painless birth.
- (k) *Christian social doctrine*: the individual — the family — the State; education within the Christian context; Christian social education.
- (l) *Psychology*: general psychology: object; methods; study and analysis of psychic activity; make up and development of personality; character, psychology of the abnormal; major stages in human development. Applied psychology: methods of teaching and educating; school and professional orientation.
- (m) *Sociology*: definition; relationship with other sciences; historical background — methods; influence of the environment on the individual; natural, social and cultural environment; relationship between biology, psychology and sociology; group life; groups in general; social classes; classification of groups; social institutions; sociology of Madagascar.
- (n) *Economics*: general introduction: study of functions of economics; economic doctrines and systems. Economics of Madagascar: subsistence and money economy; population factor; human problems in relation to development; planning: economic regions in Madagascar and their development possibilities.
- (o) *Demography and statistics*:
- (i) *Demography*: objective, divisions, methods; study of a population; population movements; qualitative demography; problems arising out of the demographic situation in Madagascar (theories must be presented in relation to the country's situation).
- (ii) *Statistics*: general notions, definitions, utility, sources, basic terminology, statistical operations; official returns, analysis, exposition of facts; interpretation of results.
- (p) *Law*: Malagasy public law: the Constitution of 29 April 1959; general outline of public authorities, and administrative machinery.
- (i) *Civil law*: generalities; the civil status; marriage, divorce, fatherhood, consanguinity; adoption; minority, majority, guardianship, paternal authority; wealth, ownership; inheritance, bequests, wills; obligations and contracts; nationality.
- (ii) *Penal law*: violations, penal responsibility, punishment; penitentiary system, record of punishments; legislation on child welfare.
- (q) *Social legislation*: labour legislation, origins, sources; professional organizations; labour and apprenticeship contracts; collective agreements; salary — conditions of work; labour inspection, national council of labour; disputes — tribunals and arbitration. Hygiene and social security; social security; work accidents and diseases, family allowances, mutual aid societies, pensions.

- (r) *Social and sanitary institutions*: juridical set-up; functions and organization of various institutions.
 - (s) *Social work*: introduction, definition, purpose, history; social investigations — individual and family investigations; headquarters, formalities. Methods of social work: social casework; social group work; group organization, place of social work in community development; secretariat and administration.
 - (t) *Practical courses in dress-making, cooking*:
The courses are intended to train students in teaching such subjects in social centres.
 - (u) *Conference and practical training*.
 - (v) *Visits to social welfare organizations*.
10. **Relationship of school with government authorities**
Not specified.
 11. **Relationship of school with graduates**
Not specified.
 12. **Trends and developments**
 - (a) The requirements for admittance will be raised.
 - (b) The length of the courses will be extended to three years.

I. ECOLE DES AIDES SOCIALES DE BAMAKO

MALI

1. **Date of establishment**
January 1959.
2. **Level of courses**
Elementary.
3. **Admission Requirements**
 - (a) Women aged sixteen to twenty-five years;
 - (b) a police certificate;
 - (c) a medical certificate;
 - (d) Primary School Certificate (*Certificat d'études primaires élémentaires*).
 - (e) an entrance examination, comprising tests in grammar, arithmetic and hygiene.
4. **Duration of courses**
Two years, the first devoted to medical and the second to social subjects.
To ensure the selection of the best students for the diploma course, students are required to sit for two examinations. The first is in March — three months after the commencement of courses; and the second at the end of the first year. Only successful candidates are allowed to follow the second year course.
5. **Staff**
Not specified.
6. **Student capacity**
Not specified.
7. **Diploma awarded**
Diplôme d'aide sociale
8. **Programme of work**
 - (a) The first year is entirely devoted to medical subjects and courses are given in the afternoons: two hours per day.
 - (b) During the second year, work is divided as follows:
 - Theoretical courses: 10 hours per week
 - Field work: 2½ days per week
 - Home economics including cooking, sewing, dress making embroidery and knitting: 1½ days per week
9. **Syllabus**
 - (a) *First year*: General medicine, hygiene, child care, paediatrics; obstetrics; anatomy and physiology; general surgery; health education; first aid; general education.
 - (b) *Second year*: Elements of law; administrative, civil and penal; labour legislation; social security; professional ethics; demography; rural economy; applied social sciences; child psychology; social work method; social services.
10. **Relationship of school with government authorities**
The school is under the Department of Social Affairs of the Ministry of Public Health

and Social Affairs. Its graduates are expected to work in government agencies.

11. Relationship of school with graduates

Upon their graduation, social work assistants are placed in various social services (social centres, hospitals, State organizations, etc.). They are in touch with the social workers who supervise and inspect their work in the areas under their supervision.

12. Trends and developments

In future social centres will be integrated within the medical services in Mali to cater to the real needs of the population. Therefore, the School courses will have a corresponding orientation; more attention will be devoted to medical social work (including child care, first aid, health education, nutrition education, mass preventive medical services, mother and child welfare services).

J. ECOLE NATIONALE DE LA SANTE PUBLIQUE

TUNIS, TUNISIA

1. Date of establishment

1924 (School for Nurses only) — In 1958 new sections were created for the following categories:

- (a) social workers;
- (b) midwives;
- (c) laboratory assistants;
- (d) pharmacy - dispensers;
- (e) assistant - nurses.

In 1962 three new sections were created for the following categories:¹²

- (a) social work assistants;
- (b) kindergarten teachers;
- (c) health and social work auxiliaries.

2. Level of courses

- (a) University;
- (b) Secondary: for midwives, social workers, kindergarten teachers and social work assistants;
- (c) Elementary: for health and social work auxiliaries and assistant-nurses.

3. Admission requirements

Minimum age: 18 years;
Entrance examination; and

- (a) at the secondary level three or four years of secondary school education;

- (b) for social work assistants: secondary and elementary (general) education;
- (c) for health and social work auxiliaries; primary school certificate.

4. Duration of courses

Three years for social workers;
One year for social work assistants;
One year for kindergarten workers;
Three months for auxiliaries in addition to annual refresher courses.

5. Staff

- (a) Director;
- (b) Professors and teaching staff: sixty-nine;
- (c) Supervisors one full-time for each section, various persons from outside organizations.

6. Student capacity

<i>Enrolment</i>	
Social workers	16
Social work assistants	6
Kindergarten	16
Auxiliaries	30
<i>Graduates:</i>	
Social workers	17 (of whom 4 trained in France)
Social work assistants	32
Kindergarten	13
Auxiliaries	53

7. Diploma awarded

Not specified.

8. Programme of work

Every other day from 8 a.m. to 12 noon and 2 p.m. to 5 p.m. technical courses and field work.

Duration of field work (both part-time and full

¹² In October 1964, a new "National School of Social Services" was created to train the following categories of qualified personnel: (a) *Assistants sociaux* (both men and women) within a training programme of three years; (b) *Monitrices de développement social* (women only) for a period of one year training. At present the school has the following enrolment: forty-eight students first year social work; six students second year social work; seven students third year social work and fifty-two *monitrices de développement social*.

time): for social workers: thirty months out of three years

For social work assistants: six months

For kindergarten workers: three months

9. Syllabus

First year — common curriculum for nurses and social workers

First semester

- (a) *Theoretical courses*: professional ethics; anatomy and physiology; elements of chemistry; hygiene; microbiology.
- (b) *Practical courses*: elements of nursing.
- (c) *Field work*: In medicine; selective examination (both theoretical and practical) is to be given at the end of the semester.

Second and third semesters

- (a) *Theoretical courses*: anatomy and physiology (cont'd.); general medicine; public and international hygiene; child care and child medicine; pharmacy; surgery; sanitary administration.
- (b) *Practical courses*: nursing in general medicine, in paediatrics, pharmacy, contagious diseases and surgery.
- (c) *Field work*: adult medicine; paediatrics; contagious diseases; general surgery.

Second year (for social workers)

- (a) *Demography*: problems of Tunisian demography; population growth and social problems; age pyramid; comparison between countries; national demographic policy; problems of population growth: encouragement or discouragement policy.
- (b) *Psychology*: general psychology; psychopathology, psycho-pathology; child psychology and pedagogy; psychoanalysis; clinical practices: observation, conversation, questionnaire; technical apparatuses: morphology, graphology; man and his constitution; intellectual life; emotional life; the personality in various settings; group psychology.
- (c) *Civil law*: personal status; marriage, divorce, adoption, paternal authority; obligations.
- (d) *Family problems*: basis and characteristics of the family; the Moslem family, its evolution in Tunisia and in the world; obstacles to normal family life; family conflicts: separation, divorce.
- (e) *Economic problems*: domestic science, housekeeping, budgeting, etc.; family allowances.
- (f) *Hygiene*: group hygiene; administrative and legal set up.
- (g) *Medico-social problems*: child welfare ;

family and child welfare; mental health; principal diseases, causes, treatment etc.; tuberculosis; venereal diseases; prostitution; alcoholism, drug addiction; cancer; rheumatism.

- (h) *Social problems*: labour and workers' protection; labour legislation, vocational training.
- (i) *Social problems*: (continued) social welfare and public assistance; State insurance; family allowances; social security for employees; labour accidents, professional injuries, pensions; public assistance, family welfare; family and child medico-social services; protection of the new-born, fight against abortion; State assistance to children; inadapted youth and youth in moral danger. Problems of children in need of care.
- (j) *Social welfare organizations*: organization and functions
- (k) *Practical and professional training*:
 - (a) professional ethics.
 - (b) work methods.
- (l) *Public law*: elements of organization of public organisms; legislation and administration; the State; the Government; the Municipality.
- (m) *Field Work*: maternal and child welfare; tuberculosis, public clinics; venereal diseases; worms; ophthalmology; hospitals: two months of which one spent in maternity wards; school social service.

Third year (Social workers)

Elements of sociology

Elements of demography

Penal law

Educational leisure

Mental health

Psychology

Prostitution

Alcoholism

The worker: organization of economic/professional life; vocational training and guidance; labour legislation; social security; work methods; professional ethics.

Curriculum for social work assistants

- (a) *Hygiene and prophylaxis*: bodily hygiene, food hygiene, major ailments, dietetics, housing hygiene; general prophylaxis: preventive measures, isolation, disinfectants, contagious diseases, vaccination, sanitary education of the masses, improving levels of living: material and intellectual.
- (b) *Law*: public law — organization of public organisms, judiciary organization, tribunals, courts etc; civil law — civic status, personal status, adoption, penal law — offenses,

juvenile delinquency, children's judges, the judiciary.

- (c) *Elements of sociology and demography*: the individual and society: relationship, mutual rights, demographic statistics, repercussions of public assistance on demography.
- (d) *Medico-social work*: mother and child welfare; maternity: anatomy, psychology, normal pregnancy; medical examination of mother and child; hygiene of the newly-born; child care; breast feeding; weaning; still births, child mortality; organization and administration of mother and child welfare services; kindergartens; day nurseries.
- (e) *Fight against social ills*: tuberculosis: general notions; contagion, diagnosis, clinical forms of tubercular infection: in the child, the adult, the pregnant woman, the aged; B.C.G; influence of social factors over tuberculosis; vaccination, individual, family and groups; role of the social worker and the social work assistant; eye diseases: contagion, incubation period, social repercussions; prostitution: causes, regulation; worms: classification, treatment, prevention; malaria: transmission, consequence; fight against anopheles; mental hygiene.
- (f) *Social security*: labour and labour legislation; inspection of labour conditions; health and security of workers; work accidents and professional diseases; medical services for workers; family social security; family allowances, maternity leaves, equal wages; social security organisms: public and private; organization of Ministry of Public Health and Social Affairs; State insurance; social security; free medical assistance, assistance to the tubercular, assistance to the incurable, assistance to the disabled, assistance to the blind, assistance to the aged.
- (g) *Social work*: aim and role; organization of social services within the Ministry of Public Health and Social Affairs; various social services; professional ethics; work method.
- (h) *Home economics*: family budgets; sewing and dressmaking; cleaning; cooking; saving.
- (i) *Field work and visits to centres*: in hospitals, anti-tuberculosis clinics, mother and child welfare centres, Public Assistance centres, adoption bureau, worm control clinics.

Curriculum for health and social work auxiliaries

- (a) *Civic and social education*: geography of Tunisia; administrative set up; local government; national organizations; literacy

campaigns; civic status: rights and obligations of a woman; social legislation in Tunisia; mission of an auxiliary worker: means of accomplishing it; team work method; regional customs, prejudices and superstitions, how to uproot them.

- (b) *Domestic science*: family budgets; improvement of housing, furniture and equipment; vegetable gardening and marketing; domestic cleanliness.
- (c) *Mother and child welfare*: pregnancy and maternal care; medical examination of mother and child; child bearing, hygiene and first aid; baby hygiene and child care; children's diseases and vaccination; abandoned children and adoption; mother and child welfare centres and their functioning.
- (d) *Nutrition*: ideal diets; different categories of foods; rationing in nutrition according to age, health, occupation; customary diet in Tunisian rural areas, deficiencies, unbalanced diets.
- (e) *Hygiene*: personal hygiene; housing hygiene; neighbourhood hygiene; food hygiene.
- (f) *Medical and sanitary problems*: diseases and their causes; accidents and their causes; frequent diseases in Tunisia; prophylaxis; medical and surgical aid; first aid at home; bandages, dressings, etc.
- (g) *First aid*: wounds, minimum care; fractures, haemorrhage, nose-bleeding and care, vomiting, diarrhoea, abdominal pains.
- (h) *Domestic science (practical)*: sewing, ironing, cooking, housekeeping.
- (i) *General hygiene (practical)*: daily care of body; house cleanliness.
- (j) *Mother and child welfare (practical)* bottles, soups, etc.; baby hygiene (bathing changing, feeding, etc.); bed-making for babies.
- (h) *Visits to centres*: children's centres; medical centres; health centres; social centres; general cultural visits.

Curriculum of kindergarten workers:

First aid; school pharmacies.

- (a) *Hygiene*: social diseases; hygiene of children's establishments; nutrition and food hygiene; medical care for children and personnel; responsibility of the kindergarten worker towards the children; collaboration with parents and medical staff.
- (b) *Child welfare and children's diseases*: pregnancy and maternity; the child from

three to six; problems of growth, physical, psychological, etc.; contagious diseases and symptoms; vaccination; abnormal children.

- (c) *Introduction to sociology: law and legislation*: set up in Tunisia; civic education; civic status laws; women's role in Tunisia; administration and organization of Ministry of Public Health and Social Affairs and related services; liaison with other services: maternal and child welfare, social workers rural workers, etc..
- (d) *Observation course*: observation of bird life, plant life, flowers, trees, mammals and insects.
- (e) *Manual work*: drawing; handicrafts: children's toys, puzzles, raffia work, etc., marionettes, electric games, etc..
- (f) *Practical education*: education: definition, aims; role of educator; authority; personality, aptitudes, qualities of the kindergarten worker; loyalty; problem children; education in the kindergarten; work programming in a kindergarten; educational material; physical education; audio-visual exercises; painting, drawing, model making; intellectual education, way to abstraction
- (g) *History of education*: Socrates, Plato, Aristotle, Ibn Khaldoun, Montaigne, Rousseau, Pestalozzi, Itard, Seguin, Froebel, John Dewey, Montessori.
- (h) *Children's literature*: tales, choice of tales, authors; criteria in the choice of books: text, illustration, format, typography, films,

television; fairy tales, A Thousand and One Nights; Tunisian tales; fantasy tales; documentary tales; tales with a moral; tales in pictures; D'Aulnoy, Andersen, Grimm, Kipling, Selma Lagerloef, Collection P. Castor.

- (i) *Psychology*: evolution of the human being; heredity and environment; the child's needs: emotional, play, playing alone, with a group; the child: before birth, first year, one to three; perception in the child of objects, space, facts; the child from three to four, four to six; growth, sensitive periods; instinct, memory, forgetfulness; habits, their educational role. Attention; tendencies; emotional life; joy and pain; passions, spontaneity; intellectual life; thought, images and ideas; thought and language, judgement; willpower; education in freedom; character, classification of characters; morpho-psychology, its role in the development of the child's temperament.

10. **Relationship of school with government authorities**
The school is under the Ministry of Public Health.

11. **Relationship of school with graduates**
Placement in government service.

12. **Trends and developments**
Plans are under study for the introduction of social courses for social workers beginning with the first year.

K. MAKERERE UNIVERSITY COLLEGE, DIPLOMA COURSE IN SOCIAL WORK UGANDA, EAST AFRICA

1. **Date of establishment**

July 1963.

2. **Level of courses**

University courses.

3. **Admission requirements**

Entrance examination; either the mature-age selection procedure is used or the direct entry, which is as follows:

either:

- (a) Five passes obtained at one or more of the

following levels:

- (i) credit standard of the Cambridge School Certificate;
- (ii) ordinary level of an approved General Certificate of Education;
- (iii) subsidiary standard of the Cambridge Higher School Certificate;
- (iv) principal subject standard of the Cambridge Higher School Certificate;
- (v) advanced level of an approved General Certificate of Education.

At least two of the five passes must be at one of the levels specified in (iv) and (v).

or:

- (b) Four passes obtained at one or more of the levels specified in (i) to (v) above, of which at least three must be at one of the levels specified in (iv) and (v).

4. Duration of courses

Two years.

5. Staff

Organizing tutor
Field work organizer
Lecturer
Visiting lecturer

6. Student capacity

Enrolment: fifteen students: of whom twelve are men and three are women and of whom three are from Kenya, one from Rhodesia, seven from Uganda and four from the United Republic of Tanzania.

7. Diploma awarded

University Diploma in Social Work.

8. Programme of Work

- (a) Field Work: visits of observation — half-day per week during the first term. After that one day per week for the rest of the first year and throughout the second year; twelve weeks during each of the first and second long vacations; a ten-day survey of an area during the Christmas vacation of the first year.
- (b) Theoretical classes are given in term time throughout both academic years.

9. Syllabus

First year for all students

- (a) Sociology:^a (including social investigations)
- (b) Political sciences^a
- (c) Social administration
- (d) Social medicine
- (e) Human growth and development
- (f) Case work
- (g) Group work
- (h) Group dynamics
- (i) Community development

^a These form part of the undergraduate course in other departments.

Second year: All students take the following three courses:

- (a) Economics^a
- (b) Social psychology
- (c) Social administration

The students will be required to select four courses; at least one and not more than two courses must be selected from List A:-

List A:

- (i) Casework
- (ii) Groupwork
- (iii) Community development

List B:

- (iv) Psychiatry
- (v) Medical aspects of child care^a
- (vi) Social aspects of child care and medical social work
- (vii) Criminology
- (viii) Industrial relations^a
- (ix) Personnel management
- (x) Visual aids^a
- (xi) Principles of agricultural economics^a
- (xii) Introduction to a study of religion and society in East Africa.^a

10. Relationship of school with government authorities

There is excellent co-operation between the school and both voluntary organizations and government authorities in relation to field work.

11. Relationship of school with graduates

Not specified.

12. Trends and developments

By being able to draw on the courses of the Faculty of Social Sciences the Diploma course is able to relate social science theory to African conditions (e.g. economic theory relates specifically to East Africa).

It is hoped that in future a degree course will replace the diploma course in social work, so that welfare workers will be of equal calibre with other professionals. This should be possible in view of the larger number of students with Higher School Certificates who will be graduating from secondary schools.

L. THE HIGHER INSTITUTE OF SOCIAL WORK

CAIRO AND ALEXANDRIA, UAR¹³

1. **Date of establishment**

Cairo Institute: 1946

Alexandria Institute: 1956.

2. **Level of courses**

University

3. **Admission requirements**

(a) Secondary School Certificate.

(b) Approval by interview committee.

4. **Duration of courses**

Four years.

5. **Staff**

Cairo:

Director.

Twenty full-time lecturers and readers.

Twenty part-time lecturers and readers.

Eighteen supervisors attached to the school.

Eighty supervisors from other organizations.

6. **Student capacity: enrolment**

Cairo: 750 students, over 2000 graduates.

Alexandria: 660 students.

7. **Diploma awarded**

B.S. Social Work.

8. **Programme of work**

During the first and second years more emphasis is laid on theoretical courses, with occasional visits to welfare agencies and institutions. During the third and fourth years field work amounts to about a third of the week's work. Every student is required to spend one month at the end of the second and one at the end of the third year at a summer camp.

In addition, students are enrolled in different groups to discuss one of the social problems in research seminars, to acquaint students with scientific thinking and systematic discussions.

Field Work: emphasis is put on the following principles in the organization of field work:

- (i) Field work is carried out in well-established community agencies which have pos-

sibilities of helping the student develop abilities and skills in case work, group work and community organization and administration.

- (ii) Careful supervision is necessary to guarantee the development of sound professional work habits. Certain qualifications are required of agency supervisors in addition to supervision carried out by Faculty members.
- (iii) Standards of practice are kept high, sufficient time is allowed for work in selected agencies.
- (iv) Students are given experience in the three methods of social work in order to be able to meet the demands of any social institution.

Field work placement is in one of the following institutions: schools, hospitals, family agencies, child welfare agencies, youth welfare agencies, juvenile agencies.

9. **Syllabus**

(a) *Psychology:* its nature, development methods of investigation in application to various patterns of behaviour, study of behaviour, motives, learning theories.

(i) *Social psychology:* techniques of scientific research, group dynamics, process of socialization, guidance.

(ii) *Industrial psychology:* vocational guidance, job selection mental health of worker.

(iii) *Mental hygiene:* behaviour disorders, neurosis, psychosis and antisocial behaviour. Psychotherapy techniques; the role of psychiatric social work.

(b) *Sociology:* introduction and theories, human groups, culture, definition and characteristics, social structure, social institutions, social planning and relation to social change.

(i) *Rural sociology:* characteristics of Arab rural communities and their problems.

(ii) *Urban sociology:* factors affecting urban communities; ecology of cities; local migration and its problems, city planning.

(iii) *Industrial sociology:* industrial communities, structure, characteristics and problems. Manpower, human relations

¹³ In line with the education policy of the UAR curricula have been standardized in all government institutions.

- in industry, labour organizations and their role in socialistic Arab society
- (c) *Economics and economic development*: introduction of theory of money, management, foreign trade, economic development, principles of economic planning, economic planning and different economic systems. The economic and social plan in the UAR from 1960-1970.
- (d) *Statistics*: students get a detailed course in general and social statistics which is essentially applied in their social researches and surveys. This course involves collection, presentation and analysis of data, the sampling theory and tests of significance as well as a full course in demographic and vital statistics. They get also a special course in mathematics.
- (e) *Islamic legislation and civil laws*: this includes the human need for religion, the philosophy and aims of Islamic legislation, the social organization of the family, systems of social responsibility in Islamic legislation, socialism in Islam.
- (f) *Political systems*: this course is to acquaint the student with the origin of political organizations and the system in UAR so as to see how this system affects all the activities concerned with production and available services.
- (g) *Social hygiene*: general meaning of health and disease, study of the individual in case of health and disease, factors which cause diseases and detailed study for all the factors affecting the standard of health in society.
- (h) *Arab Society*: Arab countries, their characteristics, Arab nationalism, Arab unity and emancipation revolutions.
- (i) *Foreign language (English or French)*: this course aims at enabling the students to read and understand books particularly those dealing with social work.
- (j) *Art and craft education*: history and evolution of art education, general study of plastic arts, fundamental measures for evaluating children's and youth art, use of art to find out symptoms of social and psychological problems.
- (k) *Physical education*: meaning of physical education, its values and importance to the social field, physical and recreational skills.
- (l) *Introduction to social work*: the meaning of social welfare in the social communities; various services in ancient times, the evolution of social welfare in medieval ages till the twentieth century; social work in recent times and its relation to other human sciences; the different methods of social work.
- (m) *The national revolution of July 23rd and Arab socialism*: study of the political conditions in UAR from the 18th century to the end of the 19th century; liberal movements of the last century (Arab revolutions) and the beginning of this century (1919 revolution) and the national revolution of July 23rd, 1952; the goals and principles of the National revolution; study of the various economic systems and Arab socialism; its tools; its relation to democracy and Arab unity.
- (n) *Family, child welfare and special groups*: importance of the family for human development, problems which threaten family life, various social services in the family field, basic needs of children; factors which deprive children of normal family life, methods of child welfare; exceptional groups and their welfare such as adult offenders, juvenile delinquents, physically handicapped and mentally defective.
- (o) *Social security and social insurance*: meaning of social security, its philosophy, social security law in UAR, social insurance and its various forms, financing, laws of social insurance in UAR.
- (p) *Rural social work*: rural communities and various rural organizations for social services, the role of the social worker in working with individuals, with locally organized groups.
- (q) *Environmental and home crafts*: the environmental and home industries, efforts of governmental, social and cooperative agencies in its development, its marketing locally and abroad. Visits are arranged to training centres in collective units, social agencies and cooperative societies.
- (r) *School of social work and youth welfare*: characteristics of the modern school and the role of the social worker with individual students; student groups and school communities, study of social education in various school levels, the goals of youth welfare, planning and programmes. The study of various private and governmental organizations for youth welfare, and laws governing these organizations.
- (s) *Case work*: technical method of dealing with individuals to help them solve their problems through their own capacities and

community resources. teaching this course is through case discussions from various fields of social work.

- (t) *Group work*: method of working with groups, organizing programmes and camps, the role of group social workers with different organized groups.
- (u) *Educational and social extension*: education and extension work in the social field. Meaning of education and its relation to social work, educational means and how they can be made use of in some aspects of social work. Practical training is given in the working and use of audio-visual aids as means of communication.
- (v) *Community organization*: philosophy of community organization, its goals and principles, the values on which the socialistic community depends, the importance of leadership in community organization, the role of community organizer, study of various organizations such as federations (unions) local government councils, youth groups, analytical study of some organized services such as those of social service exchange office and community chests.
- (w) *Medical social work and rehabilitation*: meaning of medical social work, its history and goals in England, USA and UAR, the medical setting and its relation to medical social work, causes of disabilities and handicaps, social and psychological problems of illness and disability, the role of medical social worker with individual cases, groups of patients, programme planning, training new social workers, public and private efforts for rehabilitation.
- (x) *Cooperative system*: the cooperative system and its role in social and economic administrative and financial organization of co-operative societies, the role of co-operation in social work.
- (y) *Social research*: scientific approach in social research, methods of social research, tools in fact finding, analytical study of some of the researches done in the UAR.
- (z) *Private social work*: the philosophy of private social work, its history in UAR, its relation to government activities, the laws governing private agencies, the relation between national agencies and international agencies.
- (ai) *Labour social work*: the industrial revolution, problems of industrialization, the role of workers in industry, the role of social workers with organized groups such as trade unions, industrial security com-

mittees, wage policy, manpower and industrial relations.

- (bi) *Social legislation*: goals of social legislation, its necessity to society, the factors which influence legislation, its evolution, the study of social legislation in labour, women's protection, employment of women and juveniles.
- (ci) *Administration of social welfare agencies*: elements of administration and its principles, its importance in socialist societies, organizing private agencies, administrative problems.
- (di) *Public relations*: its definition, tools, programmes, its equipment and relation to social work.
- (ei) *Planning for social development*: principles, standards and stages of planning, social policy in Arab society, different agencies responsible for social development plans.

10. **Relationship of schools with government authorities**

Both schools are under the direction of the Ministry of Higher Education and follow standard syllabuses. The graduates of the schools may be appointed in the Sixth Grade in government service if they so wish.

11. **Relationship of schools with graduates**

Almost all graduates are placed either in government service or with private agencies. Placement in government service is made after a process of advertisement for vacancies and personal interviews. Former graduates are represented on the Board of the Institute.

12. **Trends and developments**

A joint committee comprising the Deans of the Schools of Social Work Training in the UAR, and representatives from Ministries of Social Affairs and Higher Education meet frequently to revise the curriculum in accordance with the country's needs. Such courses as rural social work, family planning, industrial social work, delinquency and psychology of the disabled, child care, labour welfare and medical social work are introduced whenever the need arises for a specific type of work.

Plans are under consideration for the inauguration of a master's degree programme in social work. Students will probably be required to have three to five years of professional experience between the bachelor's degree and the beginning of academic work towards the master's degree. Only those with high grades in undergraduate classes and a successful work record will be admitted.

M. INTERMEDIATE INSTITUTE OF SOCIAL WORK FOR GIRLS

CAIRO AND ALEXANDRIA, UAR

1. **Date of establishment**
1940.
2. **Level of courses**
Intermediate.
3. **Admission requirements**
Secondary School Certificate, or secondary diploma for women, or Intermediate Teacher's Training Certificate for Women.
Arab nationality.
4. **Duration of courses**
Two years.
5. **Staff**
(a) *Cairo*: Fifteen part-time lecturers.
(b) *Alexandria*: Not specified.
6. **Student capacity**
(a) *Cairo*: *Student enrolment*
Two classes first year: 120 girls
Two classes second year: 100 girls
(b) *Alexandria*: *Student enrolment*
One class first year: 30 girls
One class second year: 35 girls.
7. **Diploma awarded**
Diploma in Social Work.
8. **Programme of work**
Field work is done three days per week, with a minimum of twelve hours per week. It is carried out in institutions run by the Social Reform Association, a government - subsidized body.
9. **Syllabus**
(a) *First Year*: Social science, psychology, medical subjects, Arab society, family economy, Islamic law, public social welfare services, foreign languages, field visits.
(b) *Second Year*: Case work, group work, psychology, organization of society, rural communities, social legislation, foreign languages, field visits.
10. **Relationship of Institutes with government authorities**
The Institutes are under the Social Reform Association, a government - subsidized body. Field work is carried out in public institutions run by the Association.
11. **Relationship of the Institutes with graduates**
Not specified.
12. **Trends and developments**
The present two year course is deemed insufficient to graduate social workers; graduates are allowed to join the second year course at the Higher Institute for Social Work in Cairo or Alexandria.

N. CENTRE D'ETUDES SOCIALES D'AFRIQUE OCCIDENTALE,

ROBO-DIOULASSO, UPPER VOLTA¹⁴

1. **Date of establishment**
1959.
2. **Level of courses**
Secondary
3. **Admission requirements**
(a) A general cultural level equivalent to Secondary School Certificate (*Brevêt*);
(b) Primary School Certificate (*Certificat d'études primaires*) (minimum requirement);
(c) Experience in a syndicate, co-operative movement, youth activities or Catholic Action groups;
(d) Professional experience which must be certified by the employer or employing organization;
(e) Age twenty to thirty-five years;
(f) Medical certificate

¹⁴ This centre has been established by the African Social Institute (I.S.A.), whose head offices are in Rome, and which is run by the *Société des Pères Blancs*.

4. **Duration of courses**
One year
5. **Staff**
Professors of the Pères Blancs Order and laymen, in addition to part-time lecturers well qualified in their fields.
6. **Student capacity:**
Graduates
Seventy-three divided as follows: Cameroon three; Congo (Democratic Republic of) two; Ivory Coast three; Dahomey twelve; Guinea one; Upper Volta seventeen; Mali five; Senegal one; Togo twenty-nine.
7. **Diploma awarded**
Diploma of social work training
8. **Programme of work**
There are two sections, one for male and one for female students. Both sections have a common basic programme in social and economic training.
The female section however holds courses in home economics and other subjects not included in the male section.
9. **Syllabus**
 - (a) *Pilosophy of Man*: philosophy of human nature; philosophy of the person; philosophy of society.
 - (b) *Political Economy*: general introduction to economics; production; national income and income distribution; national expenditure; international economic relations; economic policies and planning. (In each section of this course a centralized economy will be studied with special emphasis on problems met by developing countries.)
 - (c) *Freedom*: social aspects of economics; economics of needs and freedom; ownership and freedom; labour and freedom; capital and personal development; the organization and the human being; income distribution and rights of the individual; income re-distribution and personal autonomy.
 - (d) *Solidarity*: (a) at the national level; (b) at the international level.
 - (e) *Socialism and socialist theories*; history of social doctrines in Europe during the nineteenth and twentieth centuries; Marx and Marxism; African socialism.

- (f) *African traditional society and the problem of economic and social development*: study of the African traditional society, political, economic and religious aspects; traditional society in the face of actual evolution.
- (g) *Political society*: problems of political morality.

Part I:

Political thought: nature of political society; the governing and the governed; political power; common ownership or public ownership, fundamental objectives of the State; rights and duties of the State.

Part II:

Political sociology: activities of the State: legislature, judiciary, executive; States within the State; constitutions; political parties; administrations; pressure groups; the state and religious society; international society.

Part III:

Political education: civic training; civic status of men and women in Africa; civics of the believer.

- (h) *Orverseas labour code*: social legislation in new States

- (i) *The family*

Supplementary courses

- (j) Syndicalism
- (k) Co-operatives
- (l) Techniques of social investigations: statistics
- (m) Elements of social psychology
- (n) Demography
- (o) Economic geography
- (p) Accounting
- (q) History of Africa
- (r) Journalism
- (s) Christian spiritualism (optional)

The curriculum is taught as follows:

A Courses for men and women

Philosophy of man
Introduction to sociology
Social psychology
Introduction to social aspects of economics
International society
Demography
Socialism, socialist theories
The family
Journalism
Co-operatives
Syndicalism
Social legislation
History of Africa
Traditional society
Social investigation

B. Courses for women only

Home economics and home-making
The women
Civic education
Political economy and economic geography
Social aspects of economics
Marxism - analysis
Accounting (family budgets)

C. Courses for men only

Political economy
Economic geography
Marxism - Analysis
Political society
Social aspects of economics
Accounting

D. Details of special curriculum for women's section

Problems of nutrition; problems of children; problems of hygiene and health; family problems: (a) the African family, (b) children's education; the family and

economic life; initiation to civics; vocation of the woman; (a) woman within the family; (b) woman and social action within traditional African society, within Moslem society, within European society; women's emancipation.

10. Relationship of school with government authorities

Not specified.

11. Relationship of school with graduates

Graduates keep constantly in touch with the Centre. Furthermore it is planned to initiate a Bulletin under the title. "To Build Together" to which both graduates and the centre will contribute.

12. Trends and developments

Evening courses have been initiated in 1964 in social work; political economy, accounting, French and arithmetic. For women there are courses in child welfare, hygiene and nutrition.

O. ECOLE DE SERVICE SOCIAL OUGADOUGOU, UPPER VOLTA

1. Date of establishment

1959.

2. Level of courses

Post secondary.

3. Admission requirements

Possession of "Brevêt Elémentaire" or "Brévet Elémentaire Premier Cycle" or entrance examination.

4. Duration of courses

Three years, the first two medical and the third social.¹⁵

5. Staff

Director and eight lecturers.

6. Student capacity:

Enrolment: eighteen, in addition to five who followed the courses for auxiliary workers in Ivory Coast.

7. Diploma awarded

Diplôme d'Etat.

8. Programme of work

The first two years the students get medical training, including theoretical and practical courses and field work. The third year is devoted to eleven months of social work training and includes the following courses.

9. Syllabus

- (a) Home economics.
- (b) Social field work in the following fields: social centres; hospital social work; social work in tribunals; school hygiene; red cross — day nurseries; social security fund; municipality, Labour Exchange.
- (c) Theoretical courses in the following subjects; general medicine and hygiene; child care and child medicine; child psychology; professional ethics; law; social legislation; civic law; social work technique;
- (d) Visits and seminars.

¹⁵Until this year, scholarships were granted locally, but UNICEF has agreed to finance students during their third year (social training). These scholarships will not be available until after two years, since the third year courses have been suspended owing to unsufficiency of staff.

P. OPPENHEIMER COLLEGE OF SOCIAL SERVICE

LUSAKA, ZAMBIA

1. **Date of establishment**

December 1961.

2. **Level of courses**

Intermediate.

3. **Admission requirements**

School Certificate.

4. **Duration of courses**

Three years.

In view of the fact that the number of persons with degrees will not be sufficient over the next few years, while those possessing Form V or School Certificate will be much larger, the college decided to allow School Certificate holders to take the three-year course. The first year is concentrated on raising the student's general knowledge of social science subjects and social administration. Two years out of the three are devoted mainly to practical skills in the three types of social work: casework, group work and community work, with three months' field work in each field.

Graduates can join the course towards the middle of the second year and are therefore able to obtain a professional qualification eighteen months after completing their degree.

5. **Staff**

Principal, lecturers from London University and two expert consultants from the Council of Social Work Education in New York.

6. **Student capacity**

Not specified.

7. **Diploma awarded**

Diploma.

8. **Programme of work**

The first year is devoted primarily to the social sciences. The student is also introduced to social casework, social group work and community development and given an opportunity to do concurrent field work in and around Lusaka to develop his skills in dealing with people.

The last two years are more specifically devoted to professional training. They include nine months in the field under selected supervisors; with three months in casework, three months in group work and three months in community development, being placed for this period with an agency.

During the time the student is working with a supervisor, there are regular supervisors' conferences held at the College, and the College provides its own staff to visit the student in the field and to discuss with him any problems that may arise.

After each three-month period of practical work under supervision, the student returns to the college for a further term; and is given a chance to do a detailed analysis of his field work. The final term is spent at the College for the student to round off his studies.

9. **Syllabus**

First year

Term I

(a) *Social services I*

(i) Movement and forces shaping social services;

(ii) Leaders in social services;

(iii) Changes in social service.

(b) *Human behaviour I*: Introduction; the nervous system; the endocrine system, the problems of instinct — human drives, genetics, relationship between body type and personality, innate intelligence, culture and personality, influence of the family on personality development; social class and personality; religion and personality.

(c) *Social science concepts*: culture; family; groups; education; language; status and role; religion; values; ethics; technology; authority.

(d) *Government I Government in Africa* :
Central government

1. History, indigenous political institutions; European rule.

2. Forms of government — the meaning of federalism; self-governing nations.

3. Constitution — elections; political parties; public service.

Local Government

1. Government in urban areas.

2. Government in rural areas.

3. Financing local government.

Problems of government in Africa

1. The movement towards self-government.

2. The role of colonial powers.

3. Relationship between central and local government.

4. Provision of social service.
5. Ethics in government.
- (e) *Economics I*: the economy of Central Africa; nature of the indigenous economy; economic growth; economic behaviour of the indigenous population; income distribution and expansion; population problems; demography; food production; levels of living; social institutions and economic change; public finance in Central Africa; financing the social services in Central Africa.
- (f) *Philosophy*: the scope of social philosophy; foundations of the social order; human nature; community; modes of institutions; association: the philosophy of social institutions culture, religion and society; practical value of social philosophy.
- (g) *Programme skills in social group work I: music*: use of music with groups; methods of introducing music to groups; the scale—notes — time signature; leading and directing.
Choir work: choruses; quartets and double quartets; campfire programmes, informal community singing; folk songs.
- (h) *Practical subjects*: typing, first aid, methods of study.

Term II

- (a) *Social services II*:
Fields of social service public welfare; family and child welfare; industrial social work; community development; treatment of the offender; recreation and youth work; services for the handicapped; health; housing; education.
- (b) *Human behaviour II*:
Reception: (i) the tendency to structure, (ii) the process of selective perception; the socialization process, fundamentals of learning; mental mechanisms.
- (c) *Sociology I*:
(i) Scope of sociology: definitions, subject matter, purpose, tasks of sociologists, specialization.
(ii) Methods of social inquiry: survey, case analysis, sociometry, polling, comparative method, typological method, functionalism, social morphology.
(iii) The family as the unit of society: functions of the family, family systems, role of the family in socialization.
(iv) Community: villages, neighbourhoods, belief systems.
(v) Society: associations, law, projects, education.

- (vi) The concept of culture: cultural universals, patterns of culture, culture and personality.
(vii) Customs: folkways and mores, norms.
(viii) The problem of race.
(ix) The concept of social structure: social organization, kinship, functional analysis and social institutions.
(x) Social status and social role.
(xi) Social stratification: social class, caste, social mobility.
(xii) Social change: technological and demographic change.
- (d) *Government II*:
Political science: political philosophy and the social sciences; purpose of the State; the individual; rights and responsibilities; problems of ethics; the State; obligations, rights, ethics; political and legal institutions: citizenship, executive, legislative, judiciary, local government; forms of government; relationship among levels of government; the State and international relations; international political organization.
- (e) *Economics II*:
Principles and theory:
(i) The scope of economics.
(ii) Value: wants and efforts, resources, security, budgets, prices.
(iii) Production: specialization and exchange, factors of production, markets, kinds of business, costs.
(iv) Agriculture: products, land tenure, improvement, size of farms, accessibility, marketing and value of soil, trend of agricultural earnings, State intervention.
(v) Human resources: trade unions, collective bargaining, supply of labour, entrepreneurship.
(vi) Distribution: bargaining, rent, interest, profits.
(vii) Co-operatives: principles, co-operatives and other economic organization, indivisibility of surplus funds, liability, government and the co-operative movement, self-help, types of co-operative societies.
(viii) Finance.
(ix) Public finance.
(x) Financing the social services, needs and costs, sources of finance allocation, control, development planning.
(xi) Employment.

- (xii) International trade.
- (xiii) National income.
- (xiv) Government policy and the economy.
- (f) *Social philosophy II*:
Ethics: the meaning of ethics, distinction between right and wrong; religion and morals; natural moral law; morality and the law; the pursuit of happiness; moral, legal and social sanctions; ethical conflicts; relationship between the individual and society.
- (g) *Social work practice*: the social welfare agency as the framework for social work practice the role of the social worker:
 - (i) Methods used by the social worker; social casework, social groupwork, community work.
 - (ii) The social worker as a professional.
 - (iii) Responsibilities of the social worker to: the persons served, the social agency, society, the profession of social work, himself.
 - (iv) Rights and responsibilities of the social worker as an employee. Clients, groups and communities of persons served: the needs for social services; rights and responsibilities of persons served; activity versus passivity; the principle of participation; the helping process: the meaning of relationship; establishing a helping relationship; developing a helping relationship; terminating a helping relationship; differences between professional and personal relationships; the meaning of professional responsibility; interviewing as a tool; use of community resources. Social ethics as a base for social work practice: the code of ethics, ethical problem situations.
- (h) *Programme skills in social work II*: music and singing; arts and crafts; folk dancing.
- (i) *Practical subjects*: office management in social work; individual development; how to work and live on the campus.

Term III

Subject:

- (a) *Social service III*:
The law and social work:
 - (i) Organization and function of legal institutions;
 - (ii) Role, structure and procedure of courts;
 - (iii) Social legislation: relationship between traditional law and statutory law, ordinances dealing with probation, juveniles, adoption.

- (b) *Human behaviour III*:
 - (i) The human group;
 - (ii) Leaders and followers;
 - (iii) Behaviour of crowds;
 - (iv) Reference groups;
 - (v) Communication;
 - (vi) Mass media;
 - (vii) Group prejudice.
- (c) *Sociology II*:
 - (i) Social disorganization: concepts of normality, disfunction, anomie, socio-cultural sources of deviation, cultural lag, breakdowns in communication, role of social welfare services in meeting problems of social disorganization.
 - (ii) Social aspects of personal disorganization: socio-cultural sources of individual deviation, crime and delinquency; destitution; illness; addictions — drugs, alcoholism; family problems: marital discord, divorce, illegitimacy, prostitution; the role of social welfare services in meeting problems of social disorganization.
- (d) *Anthropology*:
 - (i) Relationships between man and nature;
 - (ii) Relationships among men: social groupings; the family kinship; political organization: social control and law, authority and government.
 - (iii) Relationships between man and supernatural forces.
 - (iv) Culture contact and change; urbanization, industrialization, acculturation.
 - (v) Ethnography of Central Africa: social institutions; chiefs, clanship, kinship, family, marriage; social organization; village, community, society, religion; indigenous welfare practices; the impact of Western culture.
- (e) *Social casework I*:
 - (i) Components of social casework: agency: structure, function, programme, policy, process; client: the meaning of seeking help; worker: role and functions as a professional helper.
- (f) *Social group work I*:
 - (i) Development of social group-work
 - (ii) The group process: group formation, motivation, purpose, inter-relationships and internal structure, content of programme, control: formal, informal, conflicts and solutions, group decision-making.

- (iii) Roles and functions of social group workers as related to components of group process.—How the social group worker responds professionally to various aspects of the group process and how he affects these forces with particular reference to: interrelationships, conflict and group decision-making, establishing of relationships with individuals, group members and the group as a whole: involving the group in assuming responsibility, effect of social, age, sex and individual, factors on the group and its members, programme as a tool, the social worker in his roles as stimulator, supporter, leader, teacher, agency or community representative.
 - (iv) The social group work method.
 - (v) Setting: types and purposes of agencies, effects in job functions.
- (g) *Community development*:
- (i) Emergence of community development work: the concept of self-help; movements and forces which have shaped community development work: relationship to fields of social work, community planning, community organization, casework, group work, relationship to other areas: agriculture, irrigation, soil conservation, land distribution, cottage industries, co-operatives, basic, social and adult education; engineering, nutrition, housing, animal husbandry; the extension worker in community development; urban and rural community development work: similarities and differences.
 - (ii) Methods and processes used in community development: getting to know local community and winning acceptance from it; identifying local leaders; stimulating the community; helping people to identify their problems and discuss them; fostering self-confidence; deciding on a programme; helping people identify their resources and to increase their capacity for self-help.
- (h) *Programme skills in social group work III*:
Some guidelines in developing programmes, group and individual maturational needs. Attention spans. Creative use and development of meaningful programmes: drama; games; camping; athletics and sports; hobbies and interests, story telling.

Concurrent field instruction

Second year

Term IV:

Field instruction.

Term V:

Subject:

(a) *Human behaviour IV*:

- (i) Pre - natal period: the reproductive system; nutrition; maternal health and illness; implications for the social worker.
- (ii) Birth: effect; infants' needs at birth; implications for the social worker.
- (iii) *The period from birth to eighteen months*: physical characteristics, needs and changes; intellectual characteristics, needs and changes; emotional characteristics, needs and changes; psychological characteristics, needs and changes; psychoanalytic theory of development; reaction to stress; implications for the social worker.

(b) *Social Casework II*:

- (i) Social casework as a problem-solving process: use of professional relationship; study, diagnosis, treatment.
- (ii) The helping relationship: intake, beginning with the client, ambivalence; nature of the request; understanding the client; helping the client; the case work relationship as the primary medium of the helping process, agency resources, community resources; termination; the meaning of ending.

(c) *Social group work II*:

- (i) Understanding of individual dynamics as expressed through behaviour in group situations.
- (ii) Interaction processes among individuals in groups.
- (iii) Social group work as a helping method with the goal of helping the adjustment of the individual.
- (iv) Understanding and learning group process as it operates in face-to-face groups.
- (v) Worker contacts outside the group setting, informal and planned interviews, home visits, school and other agency visits.
- (vi) Group work in institutional settings.
- (vii) Importance and relationship of social group work to community development.

(d) *Community development work II*:

- (i) Basic approaches to community development: single function approach;

- multiple approach; inner resources approach.
 - (ii) Roles and functions of community development workers.
 - (iii) The social group work method.
 - (iv) Settings: types and purposes of agencies; effects in job functions.
 - (e) *Social work research I:*
 - (i) Scientific methods: the purpose of scientific inquiry; characteristics of the scientific approach.
 - (ii) Formulation of hypotheses; problem identification; problem formulation.
 - (f) *Medical information*
 - (i) Organization of health service;
 - (ii) Common diseases;
 - (iii) Food and nutrition;
 - (iv) Social diseases;
 - (v) Personal hygiene;
 - (vi) Sanitation;
 - (vii) Relationship between housing and health.
 - (g) *Programme skills in social group work IV:*
 - (i) Group discussion methods; the importance of group discussions in group work; how to lead group discussions: the leader's or worker's attitude; establishing an atmosphere; stimulus material; getting the discussion started; structuring the discussion; summarising the discussion; stopping the discussion; side conversations; the extent to which the worker should direct the discussion; development of discussions leaders.
 - (ii) Group dynamics.
 - (iii) Effective meetings; principles and procedures; techniques for better operation.
 - (iv) Planning programmes and institutes.
 - (v) Audio-visual aids.
 - (h) *Social services VI:*
 - (i) Current patterns of social service: northern Rhodesia; Central Africa; other parts of Africa; United Kingdom; North America; other parts of the world; international welfare.
- Term VI:*
Field instruction.
- Third year**
Subject
- (a) *Social casework III:*
 - (i) The act of interviewing: observation, listening, questioning, talking, directing, interpreting.
 - (ii) Recording: purpose, process records, summary records, face sheet, correspondence.
 - (iii) Inter-disciplinary co-operation.
 - (b) *Social group work III:*
 - (i) Introduction to "supervision" as applied in social group work.
 - (ii) Supervision as related to supervisor, supervised and other personnel in agency.
 - (iii) Process of supervision: early supervisory conferences.
 - (iv) Process of supervision: locating problems.
 - (v) Process of supervision: solving problems.
 - (vi) Questions of mutual communication and co-operating, of doing and learning.
 - (vii) Use of records, direct observation, others' observations.
 - (viii) Evaluation.
 - (ix) Group supervision.
 - (x) New trends in the use of supervision.
 - (c) *Community development III:*
 - (i) Tools: techniques and skills helpful to the community development worker: group work methods and programme skills; interviews, group discussions, committees; audio-visual materials, social programmes; development of leadership and participation; knowledge of improved agricultural methods and techniques; simple home construction; surveys, evaluation and research; recording.
 - (ii) Staffing and training requirements in community development: multi-purpose or village level worker; block development officer; sectional development officer.
 - (d) *Human behaviour V:*
 - (i) Pre-school period (eighteen months to five years): physical, intellectual, emotional, psychological characteristics, needs and changes; reaction to stress; relationship to former and future phases of growth; implications for the social worker.
 - (ii) Childhood: physical, intellectual, emotional, psychological characteristics, needs and changes; reaction to stress; relationship to former and future phases of growth; implications for the social worker.

- (iii) Adolescence: physical, intellectual, emotional, psychological characteristics, needs and changes; reaction to stress; relationship to former and future phases of growth; implications for the social worker.
- (e) *Social work research II:*
 - (i) Designing the study: development of instruments; type of design: exploratory, descriptive, experimental.
 - (ii) Collecting the data: sampling, principles of measurement, use of existing data; obtaining original data, control of bias.
 - (iii) Analysis and organization of data: ordering the data, statistical analysis of data.
 - (iv) Conclusions: reliability, validity, applicability.
- (f) *Administration:*
 - (i) The task of administration: objectives, participants, assignment of tasks, co-ordination, changing policy.
 - (ii) Fundamentals of administration: planning, organizing, co-ordinating, staffing, directing, reporting, evaluating, budgeting, financing, accounting.
 - (iii) Decision-making, group leadership, group discussion, problem-solving.
 - (iv) Maintenance, physical plant, equipment, insurance, purchasing, office management.
 - (v) Budgeting and financing.
 - (vi) Social work administration: boards of directors, the administrator, staff, community relationships.
- (g) *Social services V:*
 - (i) Social policy and human needs common human needs; objectives of social policy; development of social policy.

Term VII:

Field instruction.

Term VIII:

Subject

- (a) *Social casework IV:*
 - (i) The setting of social casework practice: public welfare; child welfare; probation; hospitals, including mental hospitals, schools; family service; rehabilitation services.
- (b) *Social group work IV:*
 - (i) The democratic ideal and social group work method.
 - (ii) Understanding the relationship between

social group work method and the following: philosophy of social work, mass approach, non-directive and manipulative approach, independence and inter-dependence, personality theories.

- (iii) Significance of interrelationships in group process.
- (iv) Use of scientific approach in social group work: fact finding and analysis, diagnosis, prognosis, and treatment.
- (v) Importance and interrelationship of various diagnosis.
- (vi) Diagnostic thinking in relation to: group values, cultural changes, basic principles in social group work.
- (vii) Modification of group work method related to specific settings, such as: community development; direct services; youth services; institutional services; non-institutional services.
- (viii) Changing social policy to meet changing conditions: how change is effected; how implementation of new policy affects a social group work service; the role of the professional social group worker in social policy.
- (c) *Community development IV:*
 - (i) Some patterns of community development throughout the world and in Southern Rhodesia and Malawi.
 - (ii) International organizations concerned with community development: United Nations; Economic Commission for Africa; Commission for Technical Co-operation in Africa; U.S.A.I.D.; British Commonwealth and Colonial Office (Department of Technical Co-operation); International Federation of Settlements and Neighbourhood Centres; International Conference of Social Work.
- (d) *Human behaviour VI:*
 - (i) Adulthood: physical, intellectual, emotional and psychological characteristics, needs and changes; reactions to stress; acceptance of adult responsibilities; implications for the social worker.
 - (ii) Senescence: physical, intellectual, emotional and psychological characteristics, needs and changes; reactions to stress; acceptance of adult responsibilities; implications for the social worker.
- (e) *Social work research III:*
 - (i) Reporting.
 - (ii) Measurement in social work: measure-

ment of need, evaluation of the effectiveness of social work, cost analysis of social work service, analysis of social problems.

(f) *Social philosophy III:*

- (i) Principles of professional conduct.
Responsibilities: persons served; employers, the profession of social work, the community, professional colleagues, including members of other professions.
- (ii) Social work ethics: the measuring of professional responsibility, the principle of confidentiality, the primary obligation of the social worker. Current issues of social work practice and in social policy, seminars on social welfare issues of the day, to be determined annually.

(g) *Social services VI:*

Social policy and human needs; influences of philosophical considerations on social policy; influence of social and economic factors on social philosophy; role of the

social worker in the formulation of social policy; current social policy issues.

10. **Relationship of school with government authorities**

The school has a very close relationship with government welfare authorities and welfare agencies. From the outset it established contact with people working in the field by establishing an Extension Scheme which allowed for consultation between the staff and government authorities on in-service training or development programmes within social work or community development agencies. This Scheme would be later extended into short courses within the agencies themselves on any aspect of social work which would be specifically required.

11. **Relationship of school with graduates**

Not specified.

12. **Trends and developments**

Plans have been under study for the establishment of a University in Zambia. Under these plans the Oppengeimer College of Social Service would become part of Faculty of Social Sciences within the new University.¹⁶

¹⁶ Recommendations of the "Report on the Development of a University in Northern Rhodesia, 1963".